DOCUMENT RESUME

ED 432 726 CS 013 628

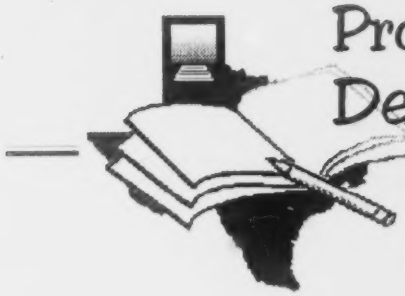
TITLE	Word Analysis: Principles for Instruction and Progress Monitoring. Professional Development Guide.
INSTITUTION	Texas Univ., Austin. Texas Center for Reading and Language Arts.; Education Service Center Region 13, Austin, TX.
SPONS AGENCY	Department of Education, Washington, DC.; Office of Elementary and Secondary Education (ED), Washington, DC. Goals 2000 Program.; Texas Education Agency, Austin.
PUB DATE	1998-00-00
NOTE	107p.
AVAILABLE FROM	Educational Service Center, TAAS Dept., Region XIII, 5701 Springdale Rd., Austin, TX 78723-3675; Tel: 512-919-5344; Fax: 512-926-4406; Web site: http://www.tenet.edu/teks/language arts ($50).
PUB TYPE	Guides - Non-Classroom (055)
EDRS PRICE	MF01/PC05 Plus Postage.
DESCRIPTORS	Creative Teaching; Faculty Development; Group Activities; Instructional Innovation; Primary Education; Program Implementation; *Reading Improvement; *Reading Instruction; Teacher Workshops; Training Methods
IDENTIFIERS	*Word Analysis and Synthesis

ABSTRACT

Containing four sections of materials for workshop presenters to teach Word Analysis, this guide assists primary grade teachers in enhancing the Reading and Language Arts knowledge and skills of Texas students. Section 1, an introduction, defines the purpose of the guide and outlines six goals. Section 2, Professional Development, includes speaker's notes and suggestions on how to guide participants through the workshop. Section 3, Overheads, contains transparencies with key points and activities to accompany the speaker's notes; and section 4, Handouts, includes "Workshop Notes" for participants to take notes from the presentation and "Activity Handouts" for group activities. Contains 24 references and 26 educational resources. (SC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 432 726



Professional Development Guide

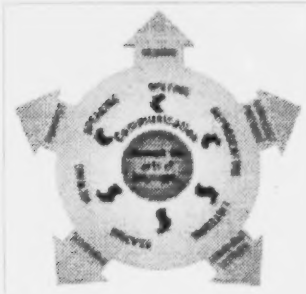
Word Analysis: Principles for Instruction and Progress Monitoring

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
This document has been reproduced as received from the person or organization originating it.
Minor changes have been made to improve reproduction quality.
Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

Texas Center for Reading and Language Arts
College of Education, University of Texas at Austin •
Texas Education Agency • Region XIII Education Service Center

CS 013 628

BEST COPY AVAILABLE



Professional Development Guide

Word Analysis: Principles for Instruction and Progress Monitoring

Table of Contents:

1. Introduction

What is the Texas Center for Reading and Language Arts? 7
Organization and Content of the Guide 8
Center Staff and Other Contributors 9

2. Professional Development

Preparing for the Workshop 13
Agenda 14
Objectives 15
Reading Achievement Over Time 16
Differences Between Readers 16
Big Ideas in Beginning Reading 17
English Language Arts and the TEKS 18
Elements of Word Analysis 18
Letter-Sound Correspondence 19
Regular Word Reading 23
Word Reading in Texts 28
Irregular Word Reading 29
Advanced Word Analysis 31
Summing Up 35

3. Overheads

Workshop Transparencies
Transparency Masters

4. Handouts

Workshop Notes
Activity Handouts

5. Appendices

References A1
Resources A3

Guide prepared by:

The Texas Center for Reading and Language Arts, College of Education, University of Texas at Austin

Guide designer:

Paula Correa

1. Introduction

What is the Texas Center for Reading and Language Arts?

The Texas Center for Reading and Language Arts assists K–12 educators in enhancing the Reading and Language Arts knowledge and skills of Texas students, through implementation of the Texas Essential Knowledge and Skills (TEKS).

How are the Center's Activities Accomplished?

Goal 1: To provide a cadre of school-level specialists with expertise in phonological awareness, word analysis, fluency strategies, and comprehension strategies who are able to use documented approaches to reading and language arts instruction to address TEKS objectives with students in grades K–3.

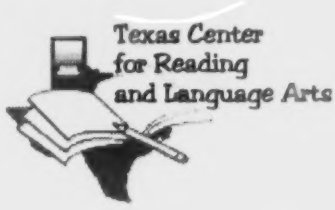
Goal 2: To enhance the knowledge, skills, and practices teachers use to implement the TEKS reading and language arts objectives with second language learners.

Goal 3: To enhance the knowledge, skills, and practices teachers use to implement the TEKS reading and language arts objectives with students in grades K–5 who are experiencing difficulty in reading and language arts.

Goal 4: To enhance the knowledge, skills, and practices teachers use to implement the TEKS reading and language arts objectives with students in grades 6–8, focusing on content area reading instruction.

Goal 5: To disseminate information generated by the Texas Center for Reading and Language Arts using current technology and media.

Goal 6: To communicate the goals, activities, and accomplishments of the Center to professionals and other community members.



Literacy Labs
Both school-based and university-based labs served as models for universities and school districts.

Professional Development Guides and Videos
These guides are designed to provide educators across the state with materials and plans for professional development in reading and language arts, and to introduce the TEKS.

Reading Liaisons
Education Service Center Reading Liaisons work collaboratively with Center personnel to engage in and provide professional development on the TEKS.

School Partnerships
Collaborative relationships with schools that assist in the development of materials, curriculum guides, and product development.

Organization & Content of the Guide

The guide contains four sections of materials for presenters to teach Word Analysis. Section 2 (*Professional Development)*, includes speaker's notes and suggestions on how to guide participants through the workshop. Section 3 *(Overheads)*, contains transparencies containing key points and activities to accompany your speaker's notes; Section 4 (*Handouts)* includes "Workshop Notes" for participants to take notes of the presentation, and "Activity Handouts" for group activities; Section 5 (*Appendices)* provides a list of references and further readings on word Analysis research.

Texas Education Agency

Mike Moses
Commissioner of Education

Felipe Alanis
Deputy Commissioner
Programs and Instruction

David D. Anderson
Coordinator, Curriculum and
Professional Development

Ann Smisko
Associate Commissioner,
Curriculum, Assessment
and Technology

Sharon O'Neal
Director of English Language
Arts and Reading

Robin Gilchrist
Assistant Commissioner for
Statewide Reading Initiatives

Catherine Davis
Assistant Director of Reading

Reading Liaisons and Advisors
Education Service Centers

Region I, Edinburg • Angie Lehmann
Region II, Corpus Christi • Mary Kureska
Region III, Victoria • Lynne Mumme
Region IV, Houston • Kathy Helm
Region V, Beaumont • Vicky Gore
Region VI, Huntsville • Gene Jolly
Region VII, Kilgore • Alice Reader
Region VIII, Mt. Pleasant • Gwen Smith
Region IX, Wichita Falls • Kris Reid
Region X, Richardson • Nancy Slaughter
Region XI, Ft. Worth • Bettye Kuehler
Region XII, Waco • Joan Berry
Region XIII, Austin • Mari Lester
Region XIV, Abilene • Susan Anderson
Region XV, San Angelo • Susan Kerbow
Region XV, San Angelo • Jody Johnson
Region XV, San Angelo • Elaine Howard
Region XVI, Amarillo • Wanda Doughten
Region XVII, Lubbock • Maria Gamble
Region XVIII, Midland • Carolyn Johnson
Region XVIII, Midland • Perrie Whalen
Region XIX, El Paso • Michele Dawson
Region XX, San Antonio • Candace Anderson

Texas Center for Reading & Language Arts

Susan Barnes
George Blanco
Katrina Blodgett
Diane Bryant
David Chard
Maggie Coleman
Paula Correa
Cathy Davis
Bonnie M. Elliott
Robin Gilchrist
Philip B. Gough
Michael Guerrero
Allison Hamff
Dianne Hess
Peggy Hickman-Davis
Marty Hougen
June Jaap
Sharon Jackson
Cami Jones
Marilyn Kameen
Marcel LeJeune
Chris Lemons
Shari Levy
Robert Linne
Sharon O'Neal
Lorie Ochoa
Alba Ortiz
Jean Osborn
Paul Resta
Rita Ricardo
Bobby Rigg
Phyllis Robertson
Terry Ross
Maria Seidner
Kris Sloan
Martha Smith
Kathy Stewart
Sylvia Linnan-Thompson
Brenda Tyler
Sharon Vaughn
Nicole Ugel
Cheryl Wilkinson
Jo Worthy
Terry Zimmerman

2. Professional Development

Preparing for the Workshop

This workshop is designed to introduce primary grade teachers to word analysis principles for instruction and progress monitoring. Classroom teachers, reading coordinators, media specialists, curriculum directors, and principals who work at the primary level are also appropriate participants. The research and knowledge base for word analysis is highlighted, key components and requirements of teaching children to read words in an alphabetic writing system are presented, and group discussion and activities are provided.

Materials

- Distribute copies of all activities and corresponding handouts to each participant prior to the beginning of the workshop. Handouts are found in Section 4 of this guide.

Equipment

- Overhead projector/marker

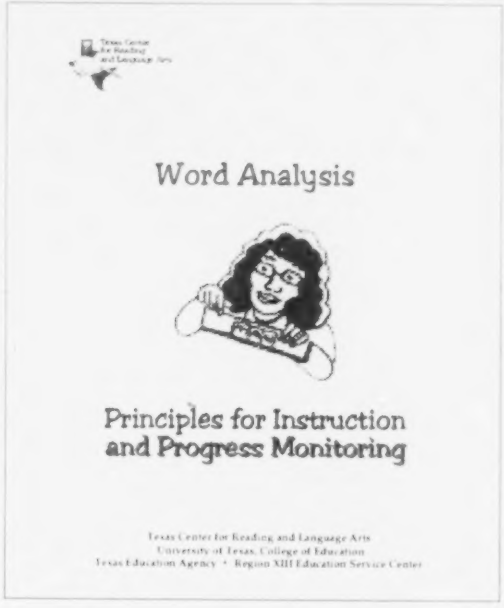
Room Arrangement

- Activities are designed for large group participation and cooperative work in small groups. Seating should be arranged to facilitate interaction in small groups. All participants will need to be able to see the screen for overhead projection.

Introduction

- Use Overhead #1 to introduce the Word Analysis workshop.
- Indicate that the degree of detail outlined in this guide may not be necessary for all children but is particularly important for children who are likely to experience difficulties with word reading.

Overhead #1

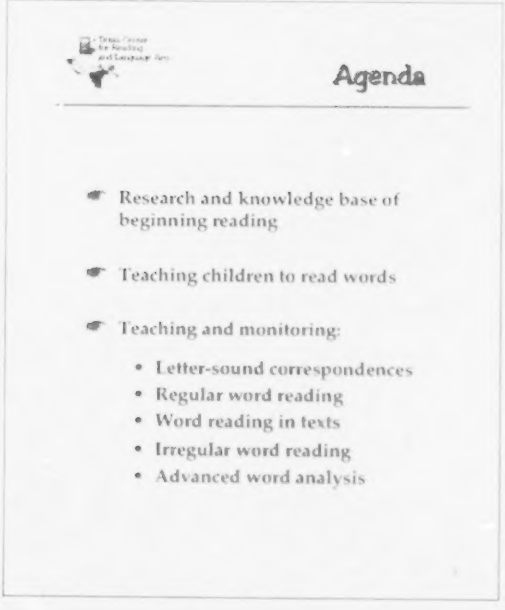

Word Analysis
Principles for Instruction and Progress Monitoring
Texas Center for Reading and Language Arts
University of Texas, College of Education
Texas Education Agency • Region XIII Education Service Center

Agenda

- Use Overhead #2 to present the workshop's agenda.

Note: You may wish to develop your own agenda.

Overhead #2



Overhead #3

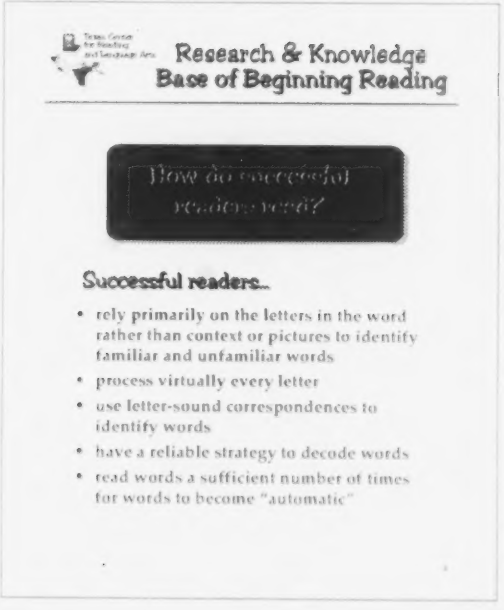
Objectives
Participants will be able to:
1. Understand the components and requirements of teaching children to read in an alphabetic writing system.
2. Understand and describe the five essential skills of beginning word analysis.
3. Deliver instructional strategies for teaching children to read words and connected texts.
4. Monitor student performance on selected beginning reading skills and recommend a specific plan of ins ruction.

Workshop Objectives

- Use Overhead #3 to review the workshop objectives.

Note: You may wish to add or delete objectives depending on your audience.

Overhead #4


Research & Knowledge Base of Beginning Reading
How do successful readers read?
Successful readers...
• rely primarily on the letters in the word rather than context or pictures to identify familiar and unfamiliar words
• process virtually every letter
• use letter-sound correspondences to identify words
• have a reliable strategy to decode words
• read words a sufficient number of times for words to become "automatic"

Successful Readers

- Use Overhead #4 to introduce the research and knowledge base of beginning reading by reviewing the characteristics of successful readers.

(Adams, 1990; Chard, Simmons & Kameenui, 1998; National Academy of Science, 1998; Rayner & Pollatsek, 1989.)

Reading Achievement Over Time

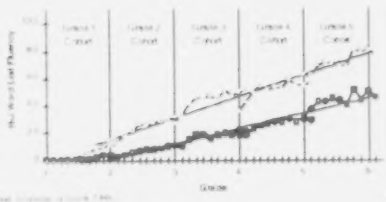
- Use Overhead #5 to discuss the trends participants observe from the data on the graph.
- Emphasize the divergence of high and low readers in 1st grade.
- Point out that very early in school a child's reading performance predicts future reading performance. Therefore, poor readers remain poor readers.

Overhead #5

Research & Knowledge Base of Beginning Reading

What happens to reading achievement over time?

In the following graphic you see two trajectories of children's word reading performance across grades 1 through 6. The data are the result of a task where children read words from a common word list.



Differences Between Good and Poor Readers

- Use Overhead #6 to explain that the following data represent documentation by Allington (1984) as he observed children's opportunities to read words.
- Point out the relatively small difference at first grade and the magnitude of the difference at fourth grade.

Overhead #6

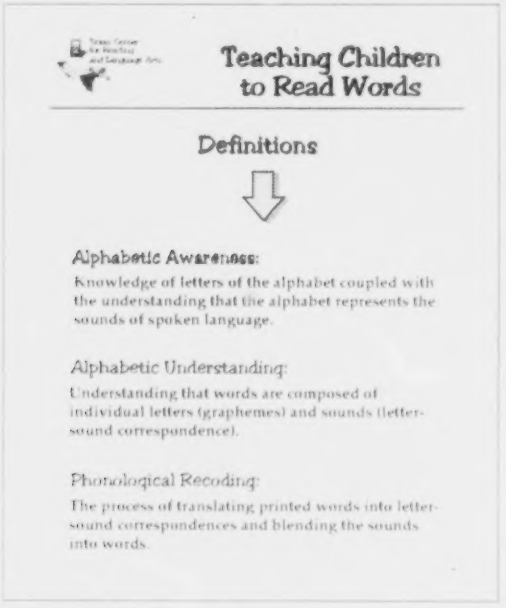
Research & Knowledge Base of Beginning Reading

How do good and poor readers differ?

	Poor Readers see...	Good Readers see...
End of 1st grade	9,975 words	18,681 words
End of 4th grade	80,000 words	178,000 words

BEST COPY AVAILABLE

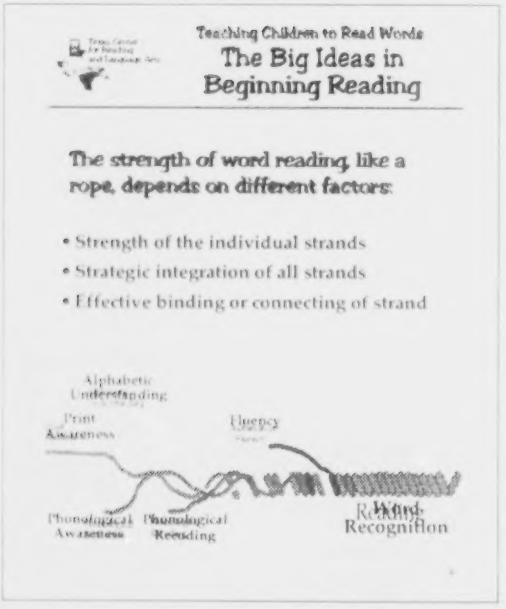
Overhead #7


Teaching Children to Read Words
Definitions
Alphabetic Awareness:
Knowledge of letters of the alphabet coupled with the understanding that the alphabet represents the sounds of spoken language.
Alphabetic Understanding:
Understanding that words are composed of individual letters (graphemes) and sounds (letter-sound correspondence).
Phonological Recoding:
The process of translating printed words into letter-sound correspondences and blending the sounds into words.

Definitions

- Share Overhead #7 to review the definitions.

Overhead #8


Teaching Children to Read Words
The Big Ideas in Beginning Reading
The strength of word reading, like a rope, depends on different factors:
• Strength of the individual strands
• Strategic integration of all strands
• Effective binding or connecting of strand
Alphabetic Understanding
Print Awareness
Fluency
Phonological Awareness
Phonological Recoding
Word Recognition

Big Ideas in Beginning Reading

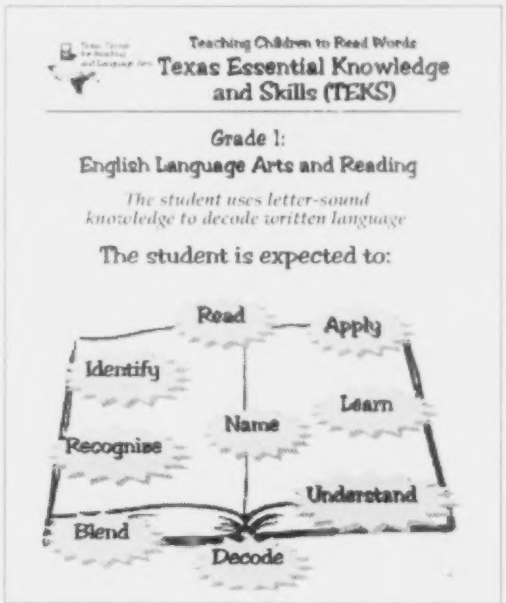
- Use Overhead #8 to point out the meaning of the illustration: the strands in the graph represent the skills and strategies that children need to learn to read; students should learn some fundamentals of print awareness and phonological awareness prior to formal reading instruction; more adanvanced phonological awareness continues parallel with alphabetic understanding and phonological recoding; automaticity and fluency occur after students become proficient with the alphabet and phonological decoding.

English Language Arts and Reading TEKS

- Use Overhead #9 to review the word analysis component of the TEKS for grades 1–3.

Note: Refer participants to English Language Arts and Reading TEKS handout.

Overhead #9

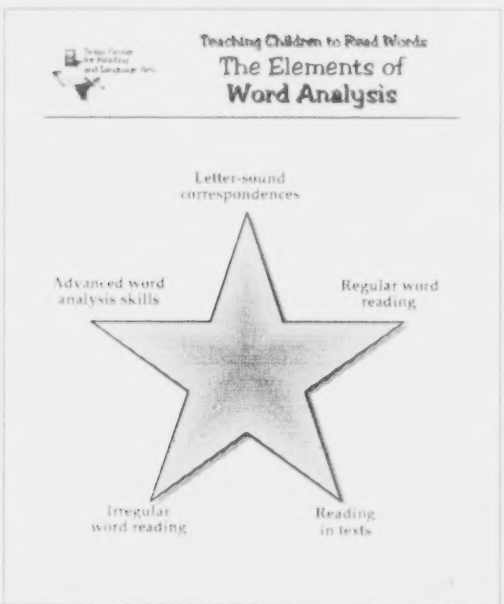


Elements of Word Analysis

- Use Overhead #10 to introduce the skills necessary for successful early word analysis.

Note: Identify each component of the slide in a clockwise direction.

Overhead #10



BEST COPY AVAILABLE

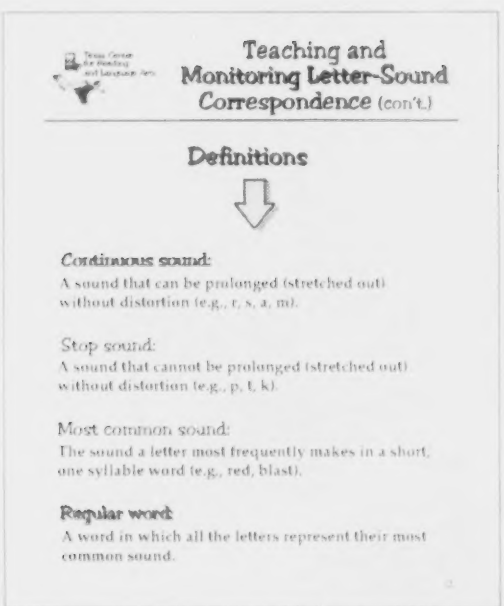
Overhead #11

Teaching and Monitoring Letter-Sound Correspondence
Letter-sound correspondence is:
• an understanding that words are composed of letters
• the ability to produce the sound corresponding to a letter or letter combination

Letter-Sound Correspondence

- Use Overhead #11 to discuss the definition of letter-sound correspondence.

Overhead #12


Teaching and Monitoring Letter-Sound Correspondence (con't.)
Definitions
Continuous sound:
A sound that can be prolonged (stretched out) without distortion (e.g., r, s, a, m).
Stop sound:
A sound that cannot be prolonged (stretched out) without distortion (e.g., p, t, k).
Most common sound:
The sound a letter most frequently makes in a short, one syllable word (e.g., red, blast).
Regular word:
A word in which all the letters represent their most common sound.

Definitions

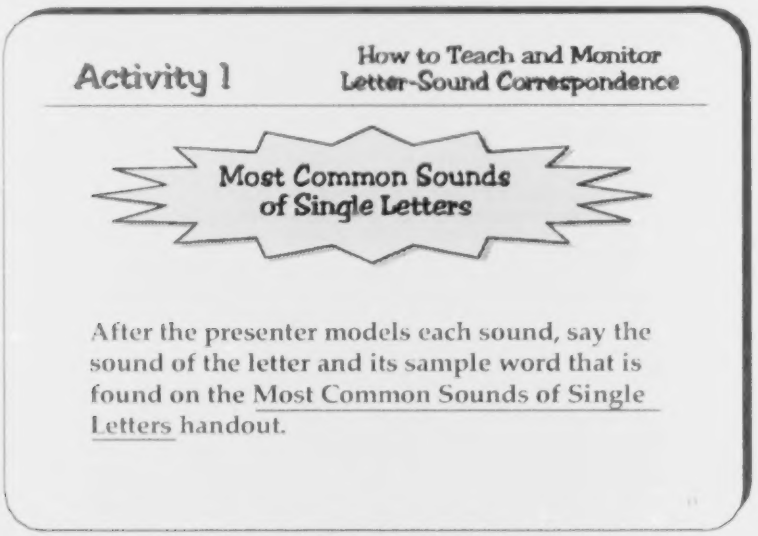
- Use Overhead #12 to review definitions that may be helpful for teachers.

Group Activity 1

Overhead #13

- Guide participants in Group Activity 1.

Note: Refer participants to the Most Common Sounds of Single Letters handout.

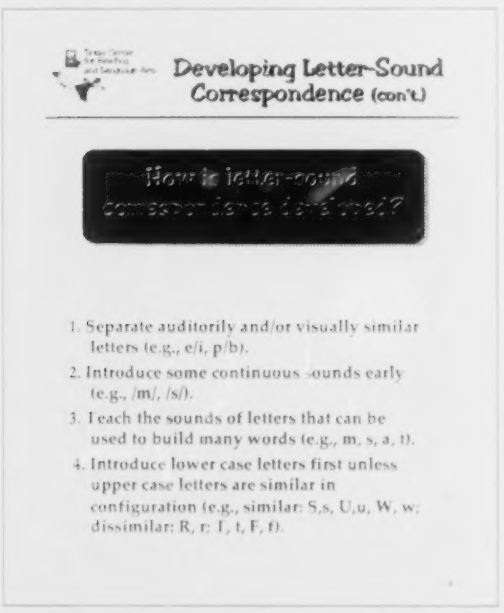

Activity 1
How to Teach and Monitor Letter-Sound Correspondence
Most Common Sounds of Single Letters
After the presenter models each sound, say the sound of the letter and its sample word that is found on the Most Common Sounds of Single Letters handout.

Developing of Letter-Sound Correspondence

- Use Overhead #14 to explain how letter-sound correspondence is developed.

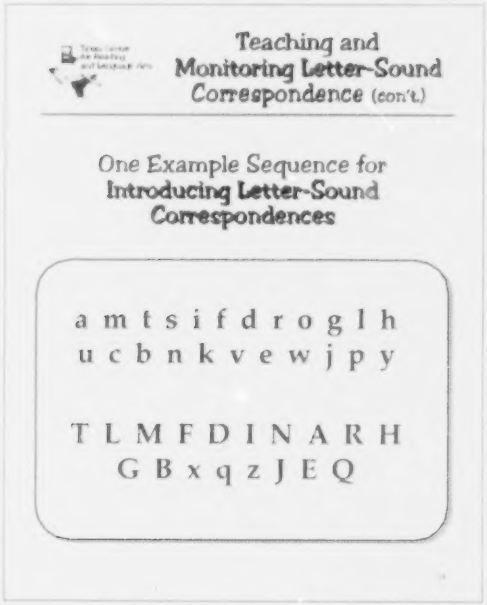
(Adams, 1990.)

Overhead #14


Developing Letter-Sound Correspondence (con't.)
How is letter-sound correspondence developed?
1. Separate auditorily and/or visually similar letters (e.g., e/i, p/b).
2. Introduce some continuous sounds early (e.g., /m/, /s/).
3. Teach the sounds of letters that can be used to build many words (e.g., m, s, a, t).
4. Introduce lower case letters first unless upper case letters are similar in configuration (e.g., similar: S,s, U,u, W, w; dissimilar: R, r; I, t, F, f).

BEST COPY AVAILABLE

Overhead #15

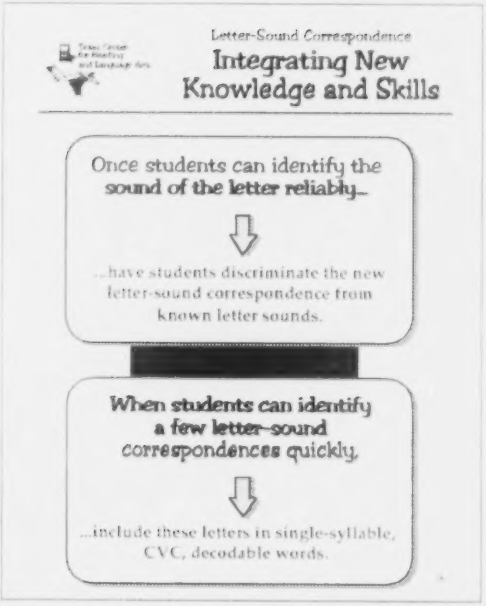

Teaching and
Monitoring Letter-Sound
Correspondence (con't.)
One Example Sequence for
Introducing Letter-Sound
Correspondences
a m t s i f d r o g l h
u c b n k v e w j p y
T L M F D I N A R H
G B x q z J E Q

Introducing Letters

- Use Overhead #15 to show one sequence for introducing letter-sound sequences.

Note: This example sequence progresses from less to more difficult.

Overhead #16



Integrating New Knowledge and Skills

- Use Overhead #16 to discuss how letter-sound correspondence can be further developed.

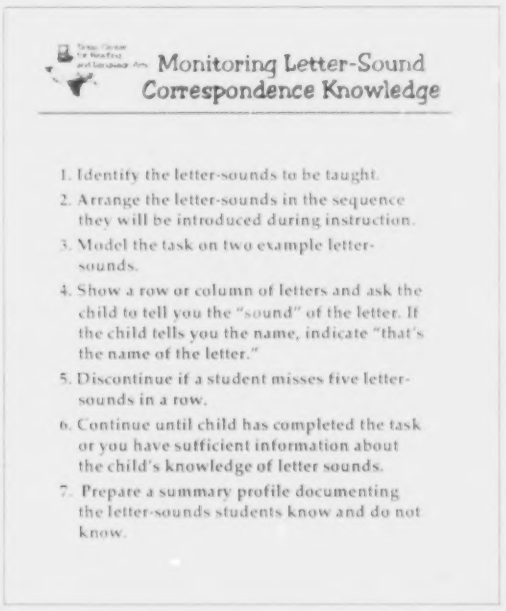
Note: Refer participants to the Features of Well-Designed Letter-Sound Correspondence Instruction handout.

Monitoring Letter-Sound Correspondence

- Use Overhead #17 to point out specific ways to monitor students' letter-sound correspondence knowledge.
- Refer participants to the sample measure, Letter-Sound Correspondences handout, and the sample recordkeeping form handout.

Note: You may want to model how this would appear by using a participant from the audience as a student.

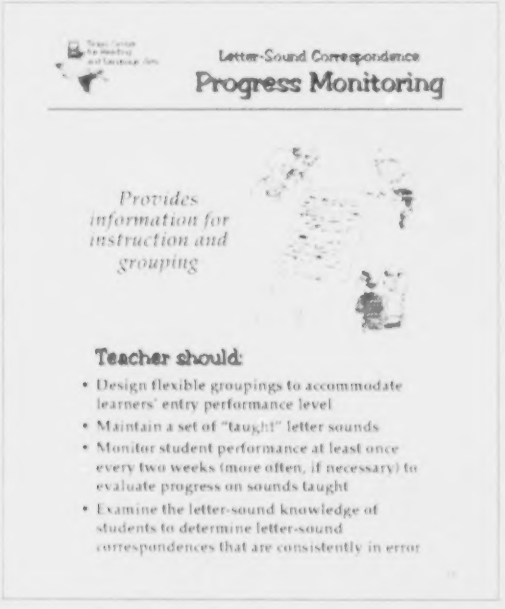
Overhead #17


Monitoring Letter-Sound Correspondence Knowledge
1. Identify the letter-sounds to be taught.
2. Arrange the letter-sounds in the sequence they will be introduced during instruction.
3. Model the task on two example letter-sounds.
4. Show a row or column of letters and ask the child to tell you the "sound" of the letter. If the child tells you the name, indicate "that's the name of the letter."
5. Discontinue if a student misses five letter-sounds in a row.
6. Continue until child has completed the task or you have sufficient information about the child's knowledge of letter sounds.
7. Prepare a summary profile documenting the letter-sounds students know and do not know.

Progress Monitoring

- Use Overhead #18 to explain how monitoring provides information for instruction and grouping.

Overhead #18


Letter-Sound Correspondence
Progress Monitoring
Provides information for instruction and grouping
Teacher should:
• Design flexible groupings to accommodate learners' entry performance level
• Maintain a set of "taught" letter sounds
• Monitor student performance at least once every two weeks (more often, if necessary) to evaluate progress on sounds taught
• Examine the letter-sound knowledge of students to determine letter-sound correspondences that are consistently in error

BEST COPY AVAILABLE

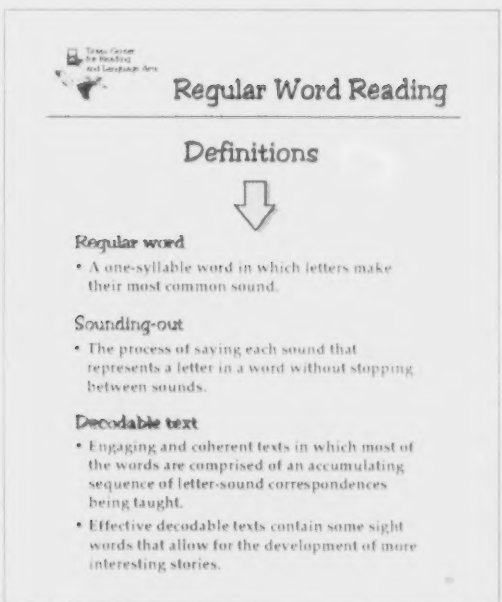
Overhead #19

Teaching and Monitoring Regular Word Reading
What is regular word reading?
Beginning decoding ("phonological recoding") is the ability to:
• read from left to right, simple, unencountered regular words
• generate the sounds for all letters
• blend sounds into recognizable words
Because our language is alphabetic, decoding is a fundamental means of recognizing words. There are simply too many words in the English language to rely on memorization as a primary word identification strategy.

Regular Word Reading

- Use Overhead #19 to define regular word reading and explain its importance.

Overhead #20


Regular Word Reading
Definitions
Regular word
• A one-syllable word in which letters make their most common sound.
Sounding-out
• The process of saying each sound that represents a letter in a word without stopping between sounds.
Decodable text
• Engaging and coherent texts in which most of the words are comprised of an accumulating sequence of letter-sound correspondences being taught.
• Effective decodable texts contain some sight words that allow for the development of more interesting stories.

Definitions

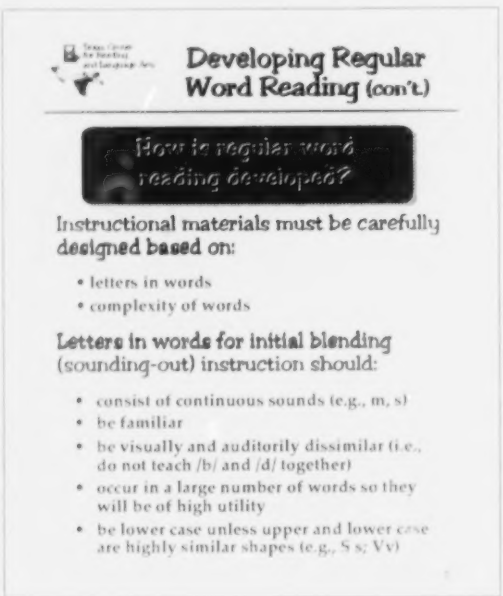
- Use Overhead #20 to review the definitions.

Developing Regular Word Reading

- Use Overhead #21 and #22 to address instructional material design for regular word reading.

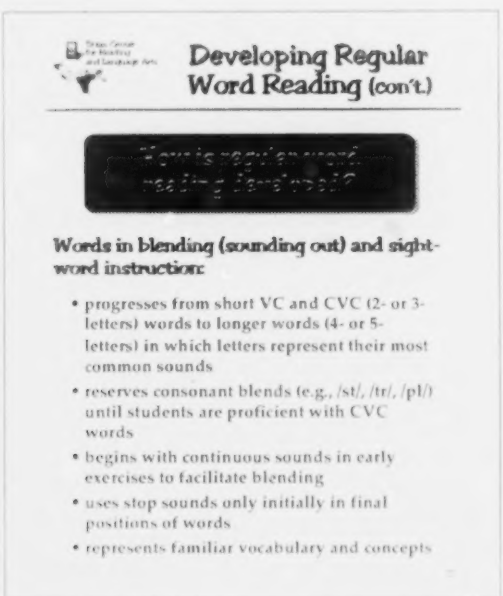
(Adams, 1990; Carnine, Silbert & Kameenui, 1997.)

Overhead #21


Developing Regular Word Reading (con't.)
How is regular word reading developed?
Instructional materials must be carefully designed based on:
• letters in words
• complexity of words
Letters in words for initial blending (sounding-out) instruction should:
• consist of continuous sounds (e.g., m, s)
• be familiar
• be visually and auditorily dissimilar (i.e., do not teach /b/ and /d/ together)
• occur in a large number of words so they will be of high utility
• be lower case unless upper and lower case are highly similar shapes (e.g., S s; Vv)

Developing Regular Word Reading (con't.)

Overview #22


Developing Regular Word Reading (con't.)
How is regular word reading developed?
Words in blending (sounding out) and sight-word instruction:
• progresses from short VC and CVC (2- or 3-letters) words to longer words (4- or 5-letters) in which letters represent their most common sounds
• reserves consonant blends (e.g., /st/, /tr/, /pl/) until students are proficient with CVC words
• begins with continuous sounds in early exercises to facilitate blending
• uses stop sounds only initially in final positions of words
• represents familiar vocabulary and concepts

20 BEST COPY AVAILABLE

Overhead #23

Note: Refer participants to Introducing Words According to Complexity handout.

Group Activity 2

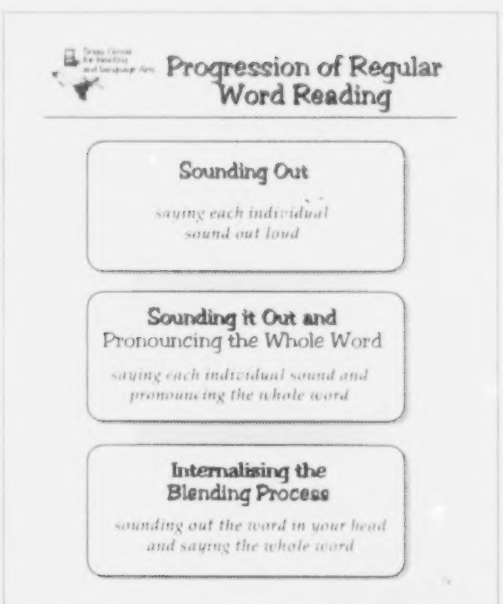
- Guide participants in Group Activity 2.

Activity 2 — Introduce Words According to Complexity

Use the handout Introducing Words According to Complexity table to determine a recommended sequence for introducing the following words:

☐ stamp	☐ if	☐ hot
☐ cat	☐ him	☐ last
☐ tag	☐ glad	☐ step
☐ split	☐ drop	☐ hats
☐ skunk	☐ hand	☐ strap
☐ hot	☐ skin	
☐ must	☐ Sam	
☐ am	☐ mad	

Overhead #24


Progression of Regular Word Reading
Sounding Out
saying each individual sound out loud
Sounding it Out and Pronouncing the Whole Word
saying each individual sound and pronouncing the whole word
Internalising the Blending Process
sounding out the word in your head and saying the whole word

Progression of Regular Word Reading

- Use Overhead #24 to illustrate a beginning sequence of blending instruction.
- Tell participants that this is for beginning readers.

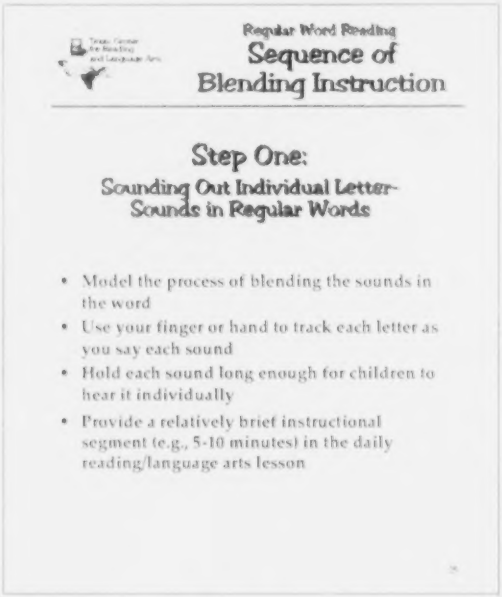
Step One of Blending Instruction

- Use Overhead #25 to explain the steps of how to teach sounding out individual letter-sounds in regular words.

Note: Tips to Remember:

- Don't stop between sounds
- Don't distort sounds as they are stretched out
- Emphasize that stop sounds should be quick and not stretched out.

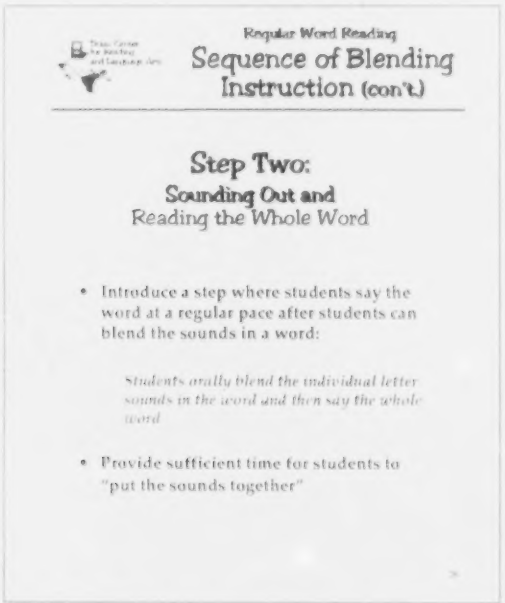
Overhead #25


Regular Word Reading
Sequence of Blending Instruction
Step One:
Sounding Out Individual Letter-Sounds in Regular Words
• Model the process of blending the sounds in the word
• Use your finger or hand to track each letter as you say each sound
• Hold each sound long enough for children to hear it individually
• Provide a relatively brief instructional segment (e.g., 5-10 minutes) in the daily reading/language arts lesson

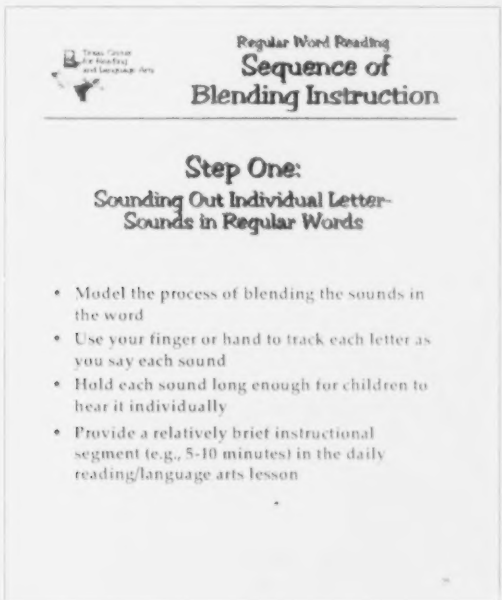
Step Two of Blending Instruction

- Use Overhead #26 to discuss how to teach sounding out and reading whole words.

Overhead #26


Regular Word Reading
Sequence of Blending Instruction (con't.)
Step Two:
Sounding Out and Reading the Whole Word
• Introduce a step where students say the word at a regular pace after students can blend the sounds in a word:
Students orally blend the individual letter sounds in the word and then say the whole word
• Provide sufficient time for students to "put the sounds together"

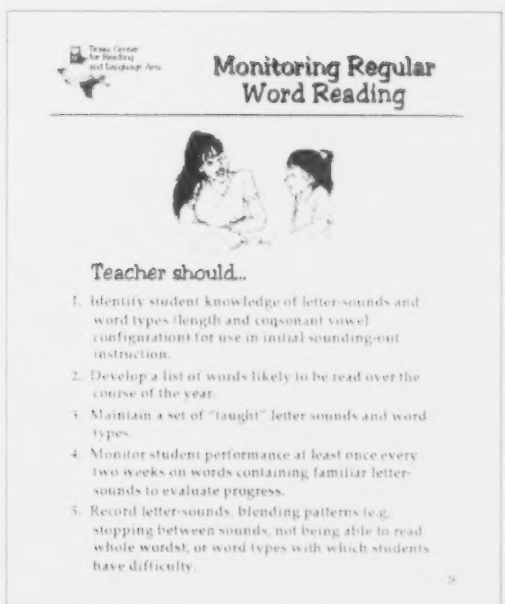
Overhead #27


Regular Word Reading
Sequence of Blending Instruction
Step One:
Sounding Out Individual Letter-Sounds in Regular Words
• Model the process of blending the sounds in the word
• Use your finger or hand to track each letter as you say each sound
• Hold each sound long enough for children to hear it individually
• Provide a relatively brief instructional segment (e.g., 5-10 minutes) in the daily reading/language arts lesson

Step Three of Blending Instruction

- Use Overhead #28 to explain how to teach students to internalize the blending process.
- Refer participants to the Features of Well-Designed Word Recognition Instruction handout.

Overhead #28


Monitoring Regular Word Reading
Teacher should...
1. Identify student knowledge of letter-sounds and word types (length and consonant vowel configurations) for use in initial sounding-out instruction.
2. Develop a list of words likely to be read over the course of the year.
3. Maintain a set of "taught" letter sounds and word types.
4. Monitor student performance at least once every two weeks on words containing familiar letter-sounds to evaluate progress.
5. Record letter-sounds, blending patterns (e.g., stopping between sounds, not being able to read whole words), or word types with which students have difficulty.

Monitoring Regular Word Reading

- Use Overhead #28 to discuss ways in which to monitor students' regular word reading.
- Refer participants to the sample measure, Regular Word Reading handout.
- Tell participants that a good source of words is stories and informational texts used in the classroom.

Word Reading in Passages

- Use Overhead #29 to explain the importance of learning to read words in passages.

Overhead #29

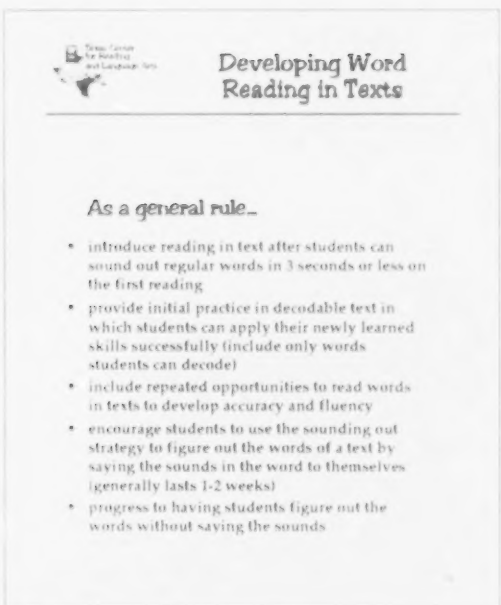
Teaching and Monitoring Word Reading in Texts
texts important?
A primary goal of beginning reading instruction is to prepare students to read texts fluently so that they are able to construct meaning as they read.

Developing Word Reading in Passages

- Use Overhead #30 to discuss ways in which to develop word reading in passages.

  (Adams, 1990; Juel & Roper-Schneider, 1985.)

Overhead #30


Developing Word Reading in Texts
As a general rule...
• introduce reading in text after students can sound out regular words in 3 seconds or less on the first reading
• provide initial practice in decodable text in which students can apply their newly learned skills successfully (include only words students can decode)
• include repeated opportunities to read words in texts to develop accuracy and fluency
• encourage students to use the sounding out strategy to figure out the words of a text by saying the sounds in the word to themselves (generally lasts 1-2 weeks)
• progress to having students figure out the words without saying the sounds

Overhead #31

Monitoring Word Reading in Passages
When students are reading words at a rate of one every 1.5 to 2 seconds...
• begin monitoring passages weekly
• select the passage students have been practicing
• give directions: "I want you to read this passage using your "best" reading"
• record the number and types of errors and the time it took to read the passage

Monitoring Word Reading in Texts

- Use Overhead #31 to explain how to monitor word reading in passages.
- Point out that students should be reading words at a rate of 1 word every 3 seconds.
- Refer participants to the Features of Well-Designed Word Reading in Passages handout.

Overhead #32

Teaching and Monitoring Irregular Word Recognition
What are irregular words?
Although decoding is a highly reliable strategy for a majority of words, some irregular words in the English language do not conform to word-analysis instruction (e.g., the, was, night).

Irregular Word Reading

- Use Overhead #32 to define irregular words.
- Explain that decodable words that contain unfamiliar letter-sound correspondences are also referred to as irregular words.

Developing Irregular Word Recognition

- Use Overhead #33 to address how to develop irregular word reading.
- Point out the importance of introducing irregular words after students can reliably decode words at a rate of about one letter-sound per second.
- Refer participants to the Features of Well-Designed Irregular Word Reading Instruction handout.

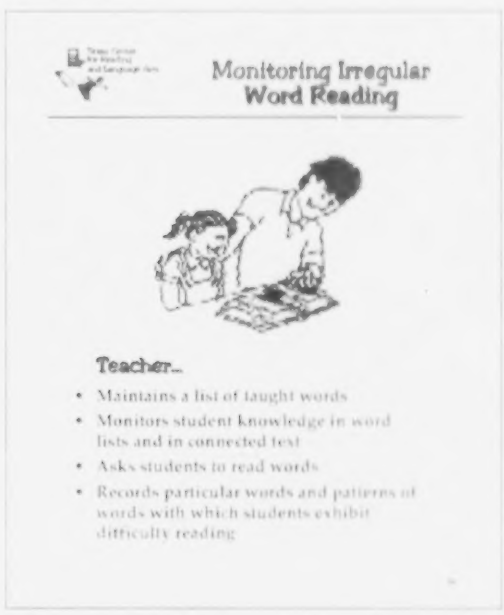
Overhead #33

Developing Irregular Word Reading
1. Select words that have high utility (i.e., used frequently in grade-appropriate literature and informational text)
2. Sequence high frequency irregular words to avoid potential confusion (i.e., they/them; was/saw)
3. Base the number of irregular words introduced at one time on student performance
4. Try to introduce irregular words at least 1 lesson prior to their appearance in texts
5. Provide a brief, cumulative review as part of daily reading instruction (2-3 minutes)
6. Identify irregular words with common parts and teach as word families (i.e., -ight: night, right, fight; -one: done, none)

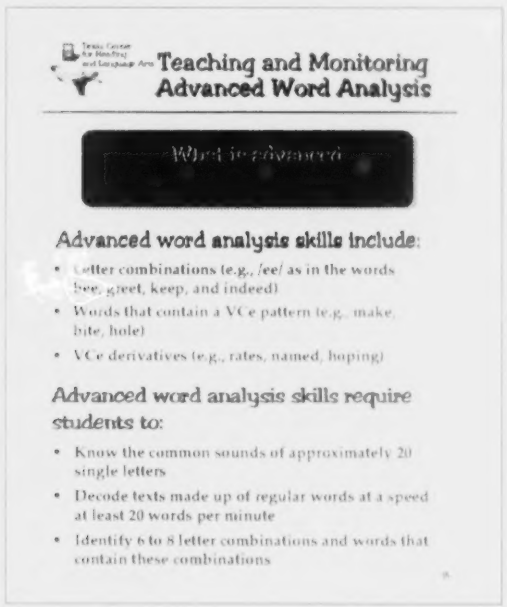
Monitoring Irregular Word Reading

- Use Overhead #34 to discuss ways in which to monitor irregular word reading.
- Refer participants to the New and Review Skills handout.

Overhead #34


Monitoring Irregular Word Reading
Teacher...
• Maintains a list of taught words
• Monitors student knowledge in word lists and in connected text
• Asks students to read words
• Records particular words and patterns of words with which students exhibit difficulty reading

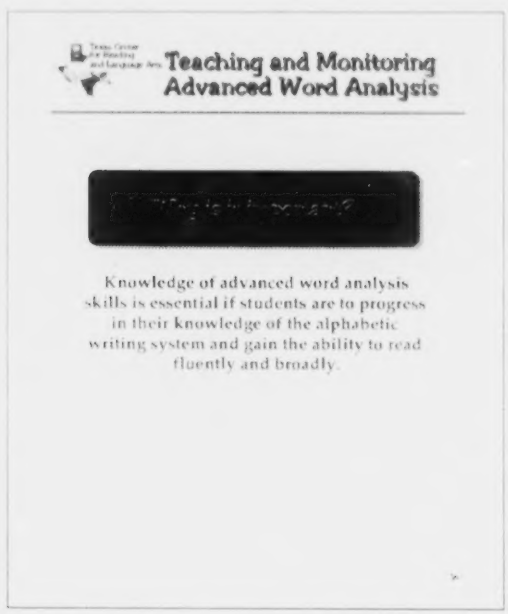
Overhead #35


Teaching and Monitoring
Advanced Word Analysis
What is advanced
Advanced word analysis skills include:
• Letter combinations (e.g., /ee/ as in the words bee, greet, keep, and indeed)
• Words that contain a VCe pattern (e.g., make, bite, hole)
• VCe derivatives (e.g., rates, named, hoping)
Advanced word analysis skills require students to:
• Know the common sounds of approximately 20 single letters
• Decode texts made up of regular words at a speed at least 20 words per minute
• Identify 6 to 8 letter combinations and words that contain these combinations

Advanced Word Analysis

- Use Overhead #35 to explain advanced word analysis skills.

Overhead #36


Teaching and Monitoring
Advanced Word Analysis
Why is it important?
Knowledge of advanced word analysis skills is essential if students are to progress in their knowledge of the alphabetic writing system and gain the ability to read fluently and broadly.

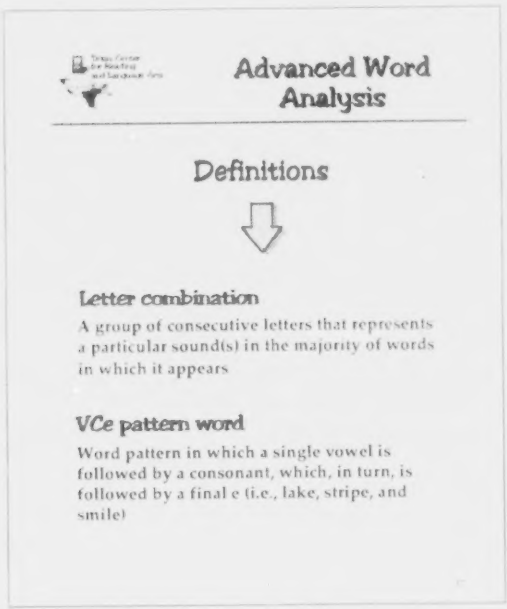
Advanced Word Analysis (con't.)

- Use Overhead #36 to explain why word analysis is important.

Definitions

- Use Overhead #37 to review the terms.

Overhead #37


Advanced Word Analysis
Definitions
Letter combination
A group of consecutive letters that represents a particular sound(s) in the majority of words in which it appears
VCe pattern word
Word pattern in which a single vowel is followed by a consonant, which, in turn, is followed by a final e (i.e., lake, stripe, and smile)

Part I: Knowledge of Letter Combinations

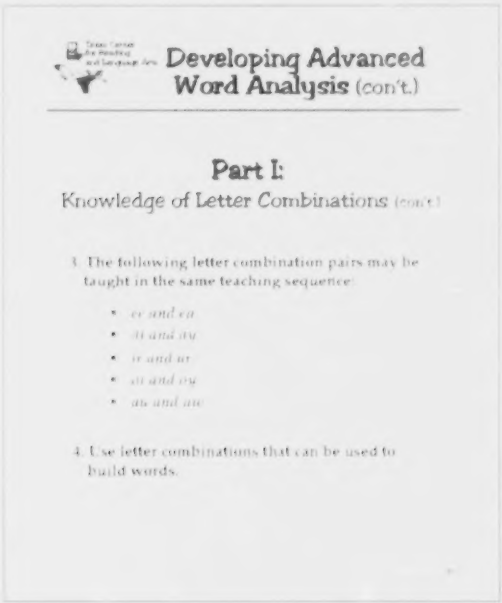
- Use Overhead #38, #39 and #40 to address how to develop knowledge of letter combinations.

Overhead #38

Developing Advanced Word Analysis
Part I:
Knowledge of Letter Combinations
1. Introduce and teach letter combinations that represent sound relationships that are the most common in primary grade literature
(i.e., the letter combination /phi appears in a large number of words, but many of these words are not commonly found in primary grade books; /oi/ appears in relatively few words, but the words are very common (e.g., cold, hold, told)
2. Separate letter combinations that are auditorily and visually similar
(e.g., the following letter combinations should be separated: /shi and /chi; /oui, /ori, /oui, and /oui; r-controlled vowels such as /ari, /uri, and /ori)

BEST COPY AVAILABLE

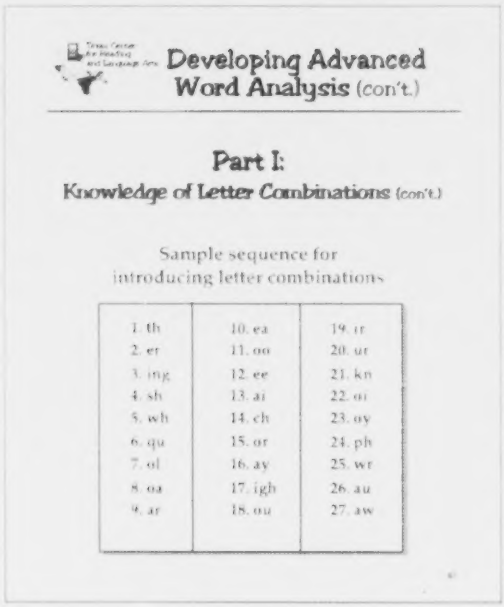
Overhead #39


Developing Advanced Word Analysis (con't.)
Part I:
Knowledge of Letter Combinations (con't.)
3. The following letter combination pairs may be taught in the same teaching sequence:
• er and ea
• ai and ay
• ir and ur
• oi and oy
• au and aw
4. Use letter combinations that can be used to build words.

Knowledge of Letter Combinations (con't.)

Note: Be sure to inform participants that letter combination pairs are taught together; not all the letter combinations listed should be taught at once.

Overhead #40



Knowledge of Letter Combinations (con't.)

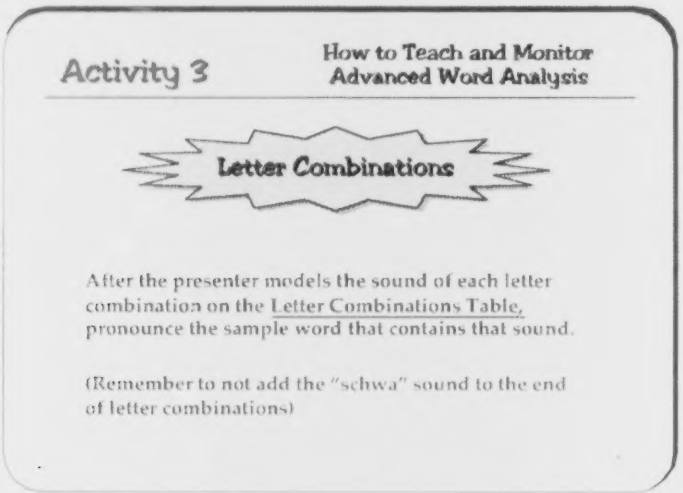
BEST COPY AVAILABLE

Group Activity 3

Overhead #41

Note: Refer participants to the Letter Combinations handout.

- Guide participants in Group Activity 3.

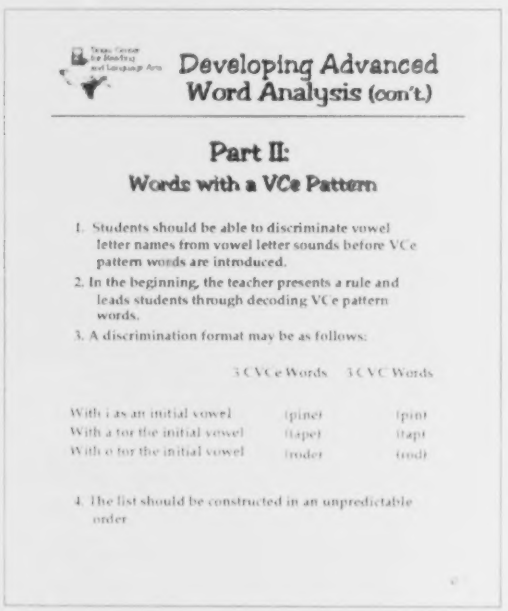

Activity 3
How to Teach and Monitor Advanced Word Analysis
Letter Combinations
After the presenter models the sound of each letter combination on the Letter Combinations Table, pronounce the sample word that contains that sound.
(Remember to not add the "schwa" sound to the end of letter combinations)

Part II: Development of VCe Pattern Knowledge

- Use Overhead #42 to explain how to develop VCe pattern knowledge.

Note: Participants should be familiar with the VCe and CVC word types. General rules can be taught as basic strategies for reading pattern words; introduce stategies after students can identify 6 to 8 letter combinations and decode words containing those combinations. Delay introducing VCe pattern words with either e or u as the initial vowel.

Overhead #42


Developing Advanced Word Analysis (con't.)
Part II:
Words with a VCe Pattern
1. Students should be able to discriminate vowel letter names from vowel letter sounds before VCe pattern words are introduced.
2. In the beginning, the teacher presents a rule and leads students through decoding VCe pattern words.
3. A discrimination format may be as follows:
5 CVCe Words
5 CVC Words
With i as an initial vowel
(pine)
(pin)
With a for the initial vowel
(tape)
(tap)
With o for the initial vowel
(rode)
(rod)
4. The list should be constructed in an unpredictable order

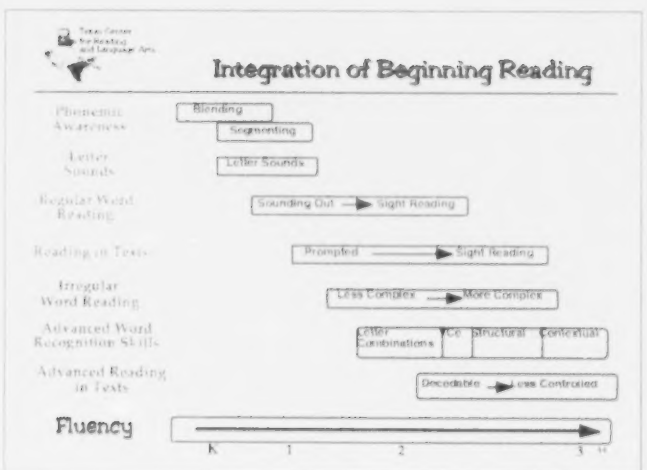
Overhead #43

Monitoring Advanced Word Analysis
Part I:
Knowledge of Letter Combinations
1. Maintain a list of taught letter combinations.
2. Periodically have students read a list of words including taught letter combinations.
3. Record letter combinations which students show significant difficulty.
Part II:
Words with a VCe Pattern
1. Periodically have students read a list of VCe and CVC words.
2. Record words with which students show significant difficulty.

Monitoring Advanced Word Recognition

- Use Overhead #43 to explain ways in which to monitor knowledge of letter combinations and words with the VCe pattern.
- Refer participants to the Features of Well-Designed Letter Combination Instruction handout.

Overhead #44



Summing Up

- Use Overhead #44 to discuss the continuum of beginning reading skills and conclude the workshop.
- Remind participants that many of the elements of beginning reading may be learned simultaneously but that more advanced elements (e.g., structural analysis) are dependent on less advanced elements (e.g., letter-sound knowledge).

Note: Throughout early reading instruction children should be encouraged to read connected texts and should be read to often.

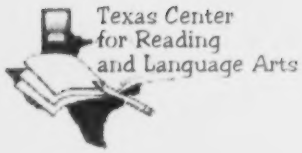
3. Overheads

Texas Center
for Reading
and Language Arts

Word Analysis

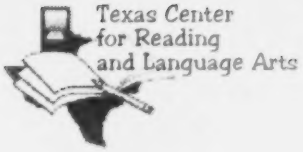
Principles for Instruction and Progress Monitoring

Texas Center for Reading and Language Arts
University of Texas, College of Education
Texas Education Agency • Region XIII Education Service Center



Agenda

- Research and knowledge base of beginning reading
- Teaching children to read words
- Teaching and monitoring:
  - Letter-sound correspondences
  - Regular word reading
  - Word reading in texts
  - Irregular word reading
  - Advanced word analysis



Objectives

Participants will be able to:

1. Understand the components and requirements of teaching children to read in an alphabetic writing system.

2. Understand and describe the five essential skills of beginning word analysis.

3. Deliver instructional strategies for teaching children to read words and connected texts.

4. Monitor student performance on selected beginning reading skills and recommend a specific plan of instruction.

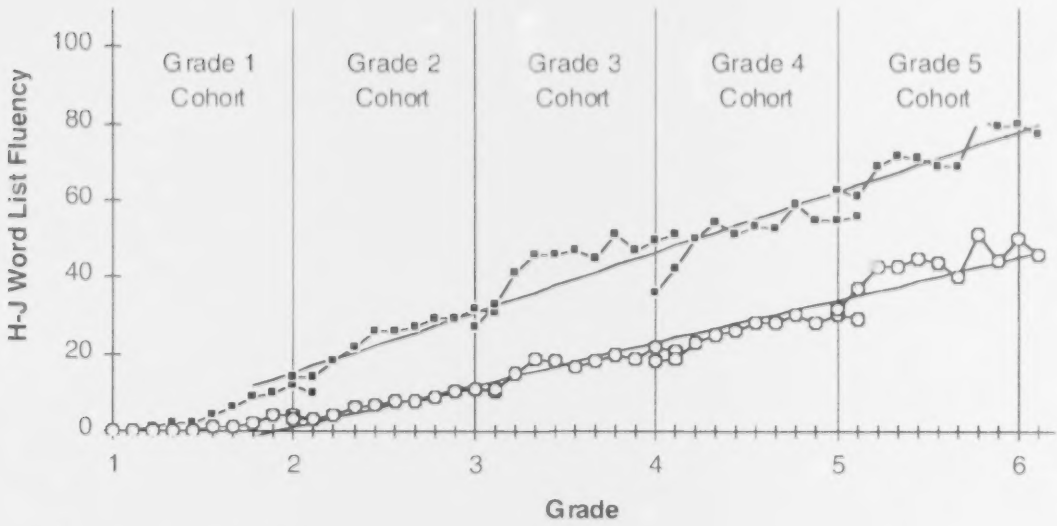
How do successful readers read?

Successful readers...

- rely primarily on the letters in the word rather than context or pictures to identify familiar and unfamiliar words
- process virtually every letter
- use letter-sound correspondences to identify words
- have a reliable strategy to decode words
- read words a sufficient number of times for words to become "automatic"

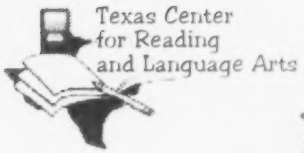
What happens to reading achievement over time?

In the following graphic you see two trajectories of children's word reading performance across grades 1 through 6. The data are the result of a task where children read words from a common word list.



(Good, Simmons, & Smith, 1998.)

5



Research & Knowledge Base of Beginning Reading

How do good and poor readers differ?

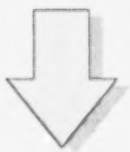
	Poor Readers see...	Good Readers see...
End of 1st grade	9,975 words	18,681 words
End of 4th grade	80,000 words	178,000 words

(Allington, 1984.)

Texas Center for Reading and Language Arts

Teaching Children to Read Words

Definitions



Alphabetic Awareness:

Knowledge of letters of the alphabet coupled with the understanding that the alphabet represents the sounds of spoken language.

Alphabetic Understanding:

Understanding that words are composed of individual letters (graphemes) and sounds (letter-sound correspondence).

Phonological Recoding:

The process of translating printed words into letter-sound correspondences and blending the sounds into words.

7

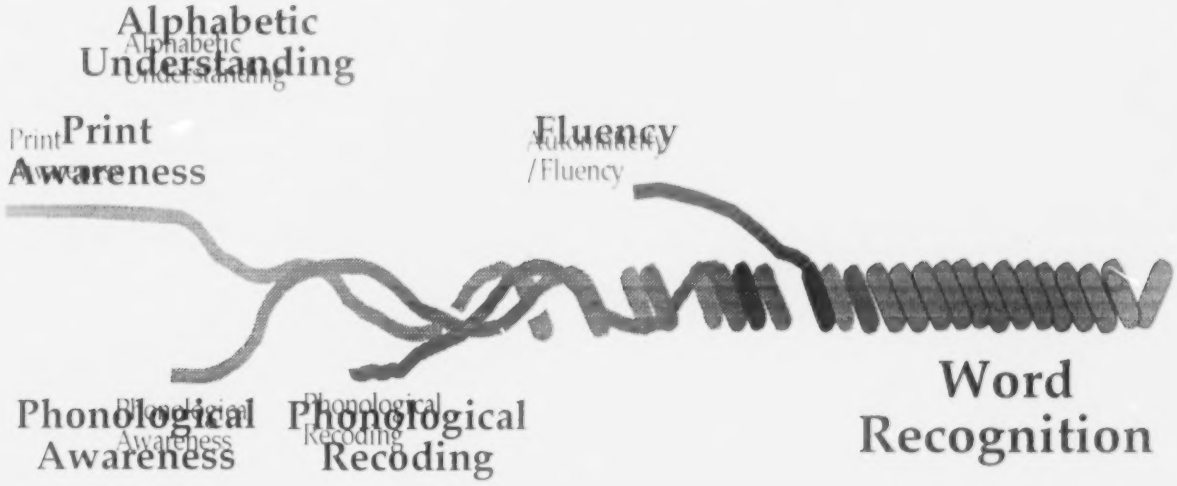
Texas Center for Reading and Language Arts

Teaching Children to Read Words

The Big Ideas in Beginning Reading

The strength of word reading, like a rope, depends on different factors:

- **Strength of the individual strands**
- **Strategic integration of all strands**
- **Effective binding or connecting of strand**



Texas Center for Reading and Language Arts

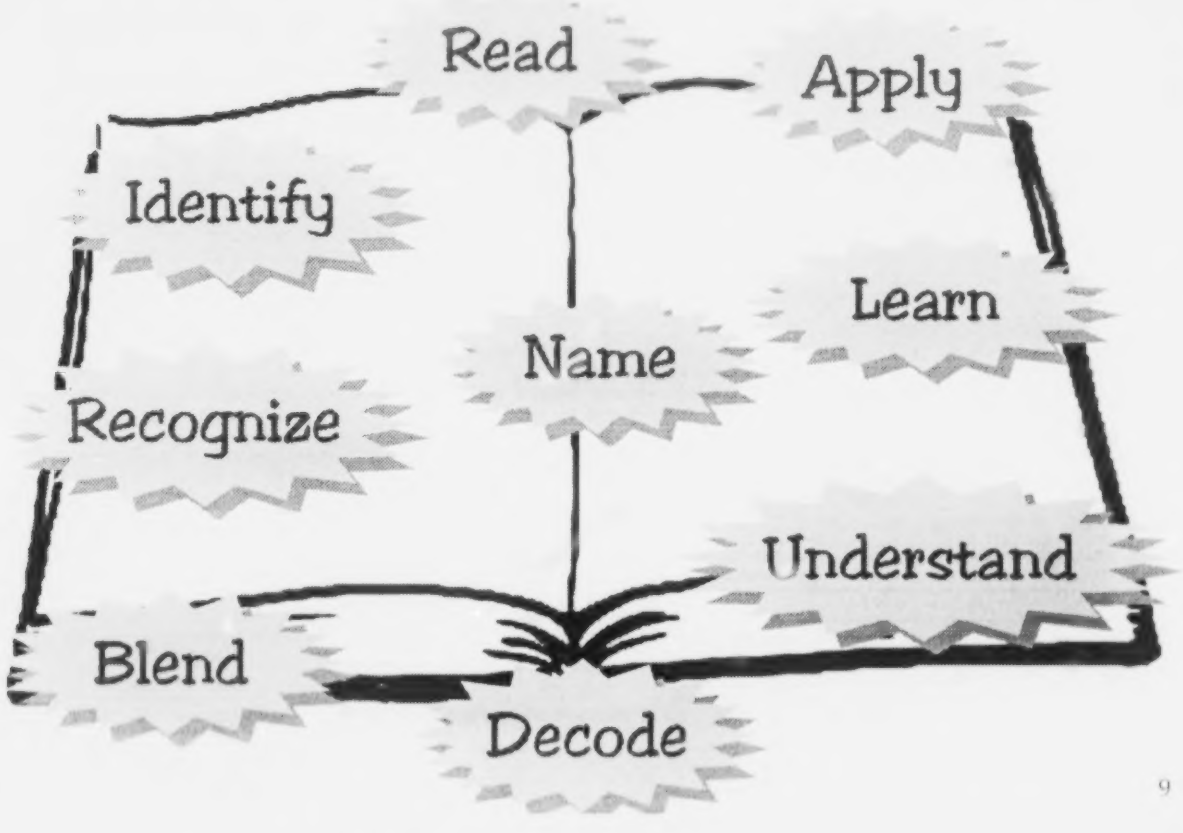
Teaching Children to Read Words

Texas Essential Knowledge and Skills (TEKS)

Grade 1:
English Language Arts and Reading

The student uses letter-sound knowledge to decode written language

The student is expected to:

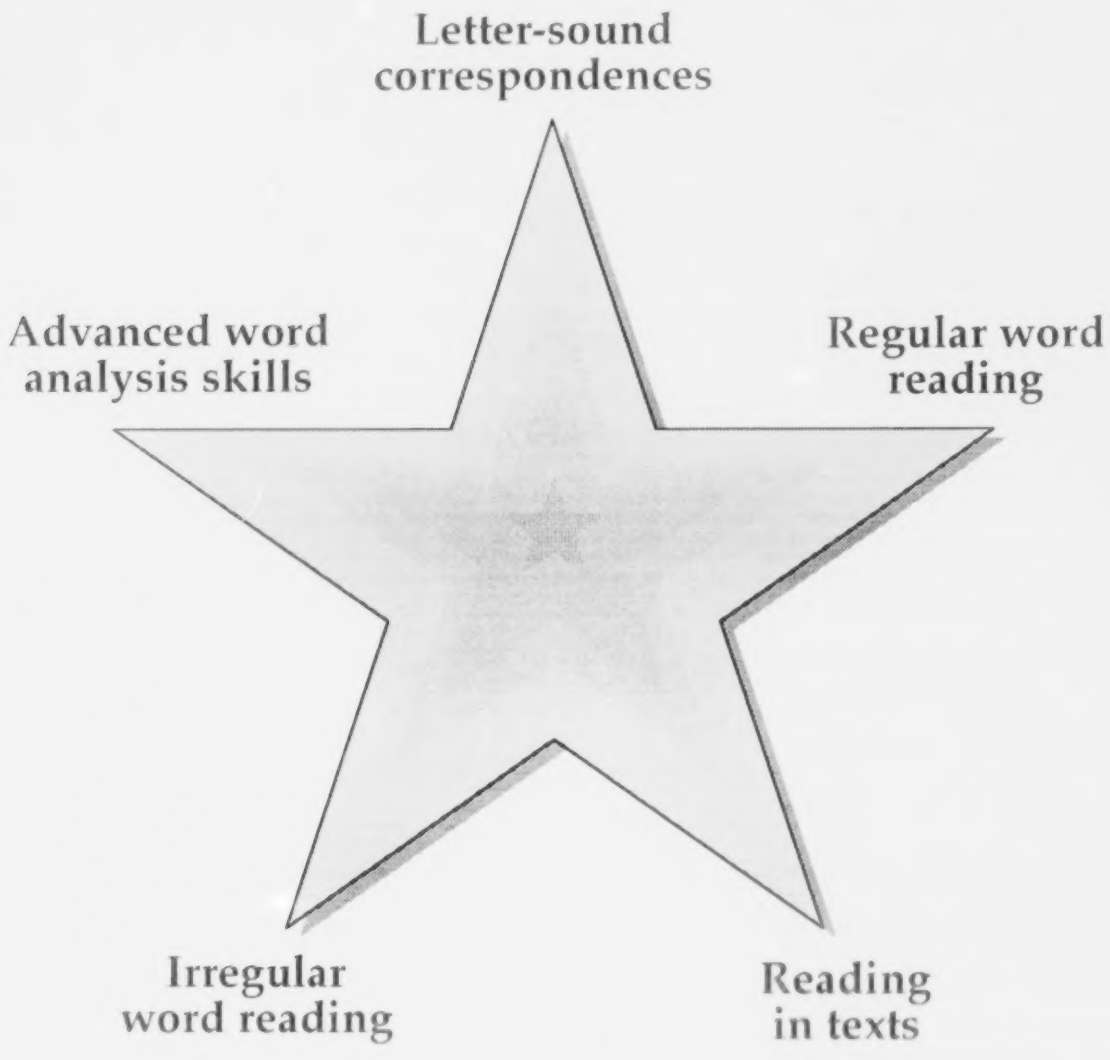


BEST COPY AVAILABLE

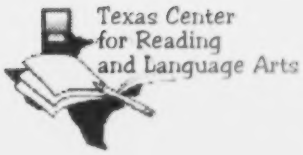
Texas Center for Reading and Language Arts

Teaching Children to Read Words

The Elements of Word Analysis



10



Teaching and Monitoring Letter-Sound Correspondence

What is letter-sound correspondence?

Letter-sound correspondence is:

- **an understanding that words are composed of letters**
- **the ability to produce the sound corresponding to a letter or letter combination**

Texas Center for Reading and Language Arts

Teaching and Monitoring Letter-Sound Correspondence (con't.)

Definitions

Continuous sound:

A sound that can be prolonged (stretched out) without distortion (e.g., r, s, a, m).

Stop sound:

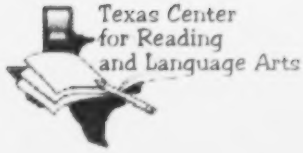
A sound that cannot be prolonged (stretched out) without distortion (e.g., p, t, k).

Most common sound:

The sound a letter most frequently makes in a short, one syllable word (e.g., red, blast).

Regular word:

A word in which all the letters represent their most common sound.



Developing Letter-Sound Correspondence (con't.)

How is letter-sound correspondence developed?

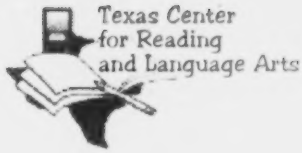
1. Separate auditorily and/or visually similar letters (e.g., e/i, p/b).
2. Introduce some continuous sounds early (e.g., /m/, /s/).
3. Teach the sounds of letters that can be used to build many words (e.g., m, s, a, t).
4. Introduce lower case letters first unless upper case letters are similar in configuration (e.g., similar: S,s, U,u, W, w; dissimilar: R, r; T, t, F, f).

Teaching and Monitoring Letter-Sound Correspondence (con't.)

One Example Sequence for Introducing Letter-Sound Correspondences

a m t s i f d r o g l h
u c b n k v e w j p y

T L M F D I N A R H
G B x q z J E Q



Letter-Sound Correspondence

Integrating New Knowledge and Skills

Once students can identify the sound of the letter reliably...

...have students discriminate the new letter-sound correspondence from known letter sounds.

When students can identify a few letter-sound correspondences quickly,

...include these letters in single-syllable, CVC, decodable words.

16

Monitoring Letter-Sound Correspondence Knowledge

1. Identify the letter-sounds to be taught.
2. Arrange the letter-sounds in the sequence they will be introduced during instruction.
3. Model the task on two example letter-sounds.
4. Show a row or column of letters and ask the child to tell you the "sound" of the letter. If the child tells you the name, indicate "that's the name of the letter."
5. Discontinue if a student misses five letter-sounds in a row.
6. Continue until child has completed the task or you have sufficient information about the child's knowledge of letter sounds.
7. Prepare a summary profile documenting the letter-sounds students know and do not know.

Texas Center for Reading and Language Arts

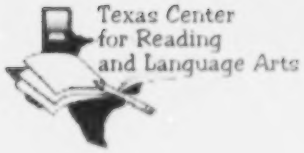
Letter-Sound Correspondence

Progress Monitoring

Provides information for instruction and grouping

Teacher should:

- Design flexible groupings to accommodate learners' entry performance level
- Maintain a set of "taught" letter sounds
- Monitor student performance at least once every two weeks (more often, if necessary) to evaluate progress on sounds taught
- Examine the letter-sound knowledge of students to determine letter-sound correspondences that are consistently in error



Teaching and Monitoring Regular Word Reading

What is regular word reading?

Beginning decoding ("phonological recoding") is the ability to:

- read from left to right, simple, unencountered regular words
- generate the sounds for all letters
- blend sounds into recognizable words

Why is it important?

Because our language is alphabetic, decoding is a fundamental means of recognizing words. There are simply too many words in the English language to rely on memorization as a primary word identification strategy.

Texas Center for Reading and Language Arts

Regular Word Reading

Definitions

Regular word

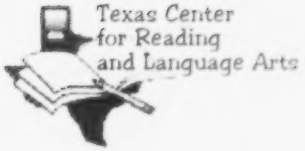
- **A one-syllable word in which letters make their most common sound.**

Sounding-out

- **The process of saying each sound that represents a letter in a word without stopping between sounds.**

Decodable text

- **Engaging and coherent texts in which most of the words are comprised of an accumulating sequence of letter-sound correspondences being taught.**
- **Effective decodable texts contain some sight words that allow for the development of more interesting stories.**



Developing Regular Word Reading (con't.)

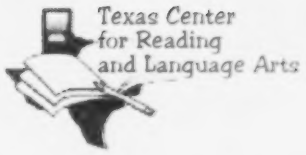
How is regular word reading developed?

Instructional materials must be carefully designed based on:

- letters in words
- complexity of words

Letters in words for initial blending (sounding-out) instruction should:

- consist of continuous sounds (e.g., m, s)
- be familiar
- be visually and auditorily dissimilar (i.e., do not teach /b/ and /d/ together)
- occur in a large number of words so they will be of high utility
- be lower case unless upper and lower case are highly similar shapes (e.g., S s; Vv)



Developing Regular Word Reading (con't.)

How is regular word reading developed?

Words in blending (sounding out) and sight-word instruction:

- progresses from short VC and CVC (2- or 3-letters) words to longer words (4- or 5-letters) in which letters represent their most common sounds
- reserves consonant blends (e.g., /st/, /tr/, /pl/) until students are proficient with CVC words
- begins with continuous sounds in early exercises to facilitate blending
- uses stop sounds only initially in final positions of words
- represents familiar vocabulary and concepts

Progression of Regular Word Reading

Sounding Out

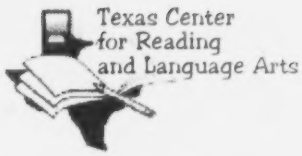
saying each individual sound out loud

Sounding it Out and Pronouncing the Whole Word

saying each individual sound and pronouncing the whole word

Internalizing the Blending Process

sounding out the word in your head and saying the whole word



Regular Word Reading

Sequence of Blending Instruction

Step One:

Sounding Out Individual Letter-Sounds in Regular Words

- Model the process of blending the sounds in the word
- Use your finger or hand to track each letter as you say each sound
- Hold each sound long enough for children to hear it individually
- Provide a relatively brief instructional segment (e.g., 5-10 minutes) in the daily reading/language arts lesson

Regular Word Reading

Sequence of Blending Instruction (con't.)

Step Two:

Sounding Out and Reading the Whole Word

- **Introduce a step where students say the word at a regular pace after students can blend the sounds in a word:**

  Students orally blend the individual letter sounds in the word and then say the whole word

- **Provide sufficient time for students to "put the sounds together"**

Regular Word Reading

Sequence of Blending Instruction (con't.)

Step Three:

Internalizing the Blending Process

Students...

- sound out the word to themselves and then say the whole word

Teachers...

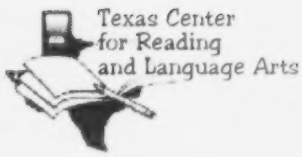
- show students how to internalize the blending process
- model the process by tracing their finger under each sound and subvocalize the sounds of the word
- provide sufficient time for all students to blend the word in their heads

Texas Center for Reading and Language Arts

Monitoring Regular Word Reading

Teacher should...

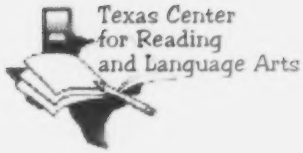
1. Identify student knowledge of letter-sounds and word types (length and consonant vowel configuration) for use in initial sounding-out instruction.
2. Develop a list of words likely to be read over the course of the year.
3. Maintain a set of "taught" letter sounds and word types.
4. Monitor student performance at least once every two weeks on words containing familiar letter-sounds to evaluate progress.
5. Record letter-sounds, blending patterns (e.g., stopping between sounds, not being able to read whole words), or word types with which students have difficulty.



Teaching and Monitoring Word Reading in Texts

Why is word reading in texts important?

A primary goal of beginning reading instruction is to prepare students to read texts fluently so that they are able to construct meaning as they read.



Developing Word Reading in Texts

As a general rule...

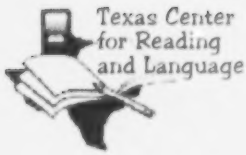
- introduce reading in text after students can sound out regular words in 3 seconds or less on the first reading
- provide initial practice in decodable text in which students can apply their newly learned skills successfully (include only words students can decode)
- include repeated opportunities to read words in texts to develop accuracy and fluency
- encourage students to use the sounding out strategy to figure out the words of a text by saying the sounds in the word to themselves (generally lasts 1-2 weeks)
- progress to having students figure out the words without saying the sounds

Texas Center for Reading and Language Arts

Monitoring Word Reading in Passages

When students are reading words at a rate of one every 1.5 to 2 seconds...

- **begin monitoring passages weekly**
- **select the passage students have been practicing**
- **give directions: "I want you to read this passage using your "best" reading"**
- **record the number and types of errors and the time it took to read the passage**



Teaching and Monitoring Irregular Word Recognition

What are irregular words?

Although decoding is a highly reliable strategy for a majority of words, some irregular words in the English language do not conform to word-analysis instruction (e.g., the, was, night).

Texas Center for Reading and Language Arts

Developing Irregular Word Reading

1. Select words that have high utility (i.e., used frequently in grade-appropriate literature and informational text)
2. Sequence high frequency irregular words to avoid potential confusion (i.e., they/them; was/saw)
3. Base the number of irregular words introduced at one time on student performance
4. Try to introduce irregular words at least 1 lesson prior to their appearance in texts
5. Provide a brief, cumulative review as part of daily reading instruction (2-3 minutes)
6. Identify irregular words with common parts and teach as word families (i.e., -ight: night, right, fight; -one: done, none)

Texas Center for Reading and Language Arts

Monitoring Irregular Word Reading

Teacher...

- Maintains a list of taught words
- Monitors student knowledge in word lists and in connected text
- Asks students to read words
- Records particular words and patterns of words with which students exhibit difficulty reading

Teaching and Monitoring Advanced Word Analysis

What is advanced word analysis?

Advanced word analysis skills include:

- Letter combinations (e.g., /ee/ as in the words bee, greet, keep, and indeed)
- Words that contain a VCe pattern (e.g., make, bite, hole)
- VCe derivatives (e.g., rates, named, hoping)

Advanced word analysis skills require students to:

- Know the common sounds of approximately 20 single letters
- Decode texts made up of regular words at a speed at least 20 words per minute
- Identify 6 to 8 letter combinations and words that contain these combinations

35

Teaching and Monitoring Advanced Word Analysis

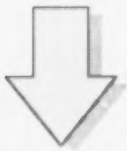
Why is it important?

Knowledge of advanced word analysis skills is essential if students are to progress in their knowledge of the alphabetic writing system and gain the ability to read fluently and broadly.

Texas Center for Reading and Language Arts

Advanced Word Analysis

Definitions

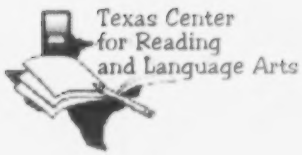


Letter combination

A group of consecutive letters that represents a particular sound(s) in the majority of words in which it appears

VCe pattern word

Word pattern in which a single vowel is followed by a consonant, which, in turn, is followed by a final e (i.e., lake, stripe, and smile)



Developing Advanced Word Analysis

Part I:
Knowledge of Letter Combinations

1. **Introduce and teach letter combinations that represent sound relationships that are the most common in primary grade literature**

   (i.e., the letter combination /ph/ appears in a large number of words, but many of these words are not commonly found in primary grade books; /ol/ appears in relatively few words, but the words are very common (e.g., cold, hold, told)

2. **Separate letter combinations that are auditorily and visually similar**

   (i.e.,the following letter combinations should be separated: /sh/ and /ch/; /oa/, /or/, /oo/, and /ou/; r-controlled vowels such as /ar/, /ur/, and /or/)

Developing Advanced Word Analysis (con't.)

Part I:

Knowledge of Letter Combinations (con't.)

3. **The following letter combination pairs may be taught in the same teaching sequence:**

   - *ee and ea*
   - *ai and ay*
   - *ir and ur*
   - *oi and oy*
   - *au and aw*

4. **Use letter combinations that can be used to build words.**

Developing Advanced Word Analysis (con't.)

Part I:

Knowledge of Letter Combinations (con't.)

Sample sequence for introducing letter combinations

1. th	10. ea	19. ir
2. er	11. oo	20. ur
3. ing	12. ee	21. kn
4. sh	13. ai	22. oi
5. wh	14. ch	23. oy
6. qu	15. or	24. ph
7. ol	16. ay	25. wr
8. oa	17. igh	26. au
9. ar	18. ou	27. aw

Developing Advanced Word Analysis (con't.)

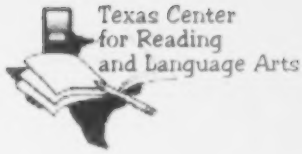
Part II:

Words with a VCe Pattern

1. Students should be able to discriminate vowel letter names from vowel letter sounds before VCe pattern words are introduced.
2. In the beginning, the teacher presents a rule and leads students through decoding VCe pattern words.
3. A discrimination format may be as follows:

	3 CVCe Words	3 CVC Words
With i as an initial vowel	(pine)	(pin)
With a for the initial vowel	(tape)	(tap)
With o for the initial vowel	(rode)	(rod)

4. The list should be constructed in an unpredictable order.



Monitoring Advanced Word Analysis

Part I:

Knowledge of Letter Combinations

1. Maintain a list of taught letter combinations
2. Periodically have students read a list of words including taught letter combinations
3. Record letter combinations which students show significant difficulty

Part II:

Words with a VCe Pattern

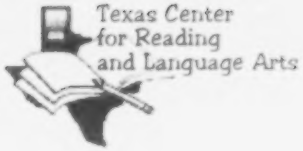
1. Periodically have students read a list of VCe and CVC words.
2. Record words with which students show significant difficulty.

Texas Center
for Reading
and Language Arts

Word Analysis

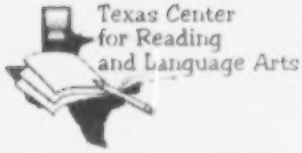
Principles for Instruction and Progress Monitoring

Texas Center for Reading and Language Arts
University of Texas, College of Education
Texas Education Agency • Region XIII Education Service Center



Agenda

- Research and knowledge base of beginning reading
- Teaching children to read words
- Teaching and monitoring:
  - Letter-sound correspondences
  - Regular word reading
  - Word reading in texts
  - Irregular word reading
  - Advanced word analysis



Objectives

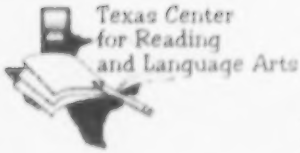
Participants will be able to:

1. Understand the components and requirements of teaching children to read in an alphabetic writing system.

2. Understand and describe the five essential skills of beginning word analysis.

3. Deliver instructional strategies for teaching children to read words and connected texts.

4. Monitor student performance on selected beginning reading skills and recommend a specific plan of instruction.



Research & Knowledge Base of Beginning Reading

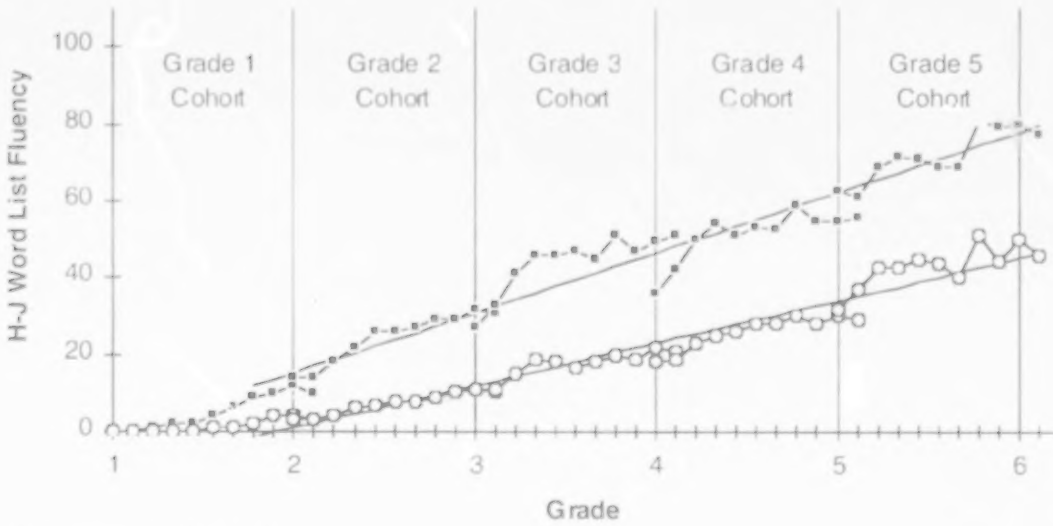
How do successful readers read?

Successful readers...

- rely primarily on the letters in the word rather than context or pictures to identify familiar and unfamiliar words
- process virtually every letter
- use letter-sound correspondences to identify words
- have a reliable strategy to decode words
- read words a sufficient number of times for words to become "automatic"

What happens to reading achievement over time?

In the following graphic you see two trajectories of children's word reading performance across grades 1 through 6. The data are the result of a task where children read words from a common word list.



(Good, Simmons, & Smith, 1998)

Research & Knowledge Base of Beginning Reading

How do good and poor readers differ?

	Poor Readers see...	Good Readers see...
End of 1st grade	9,975 words	18,681 words
End of 4th grade	80,000 words	178,000 words

(Allington, 1984.)

Texas Center for Reading and Language Arts

Teaching Children to Read Words

Definitions

Alphabetic Awareness:

Knowledge of letters of the alphabet coupled with the understanding that the alphabet represents the sounds of spoken language.

Alphabetic Understanding:

Understanding that words are composed of individual letters (graphemes) and sounds (letter-sound correspondence).

Phonological Recoding:

The process of translating printed words into letter-sound correspondences and blending the sounds into words.

7

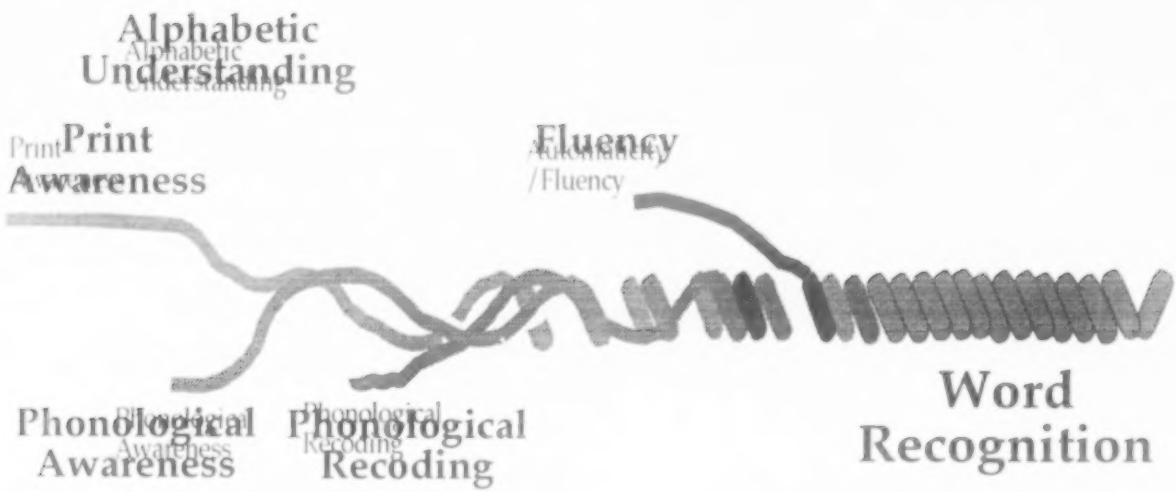
Texas Center for Reading and Language Arts

Teaching Children to Read Words

The Big Ideas in Beginning Reading

The strength of word reading, like a rope, depends on different factors:

- **Strength of the individual strands**
- **Strategic integration of all strands**
- **Effective binding or connecting of strand**



Texas Center for Reading and Language Arts

Teaching Children to Read Words

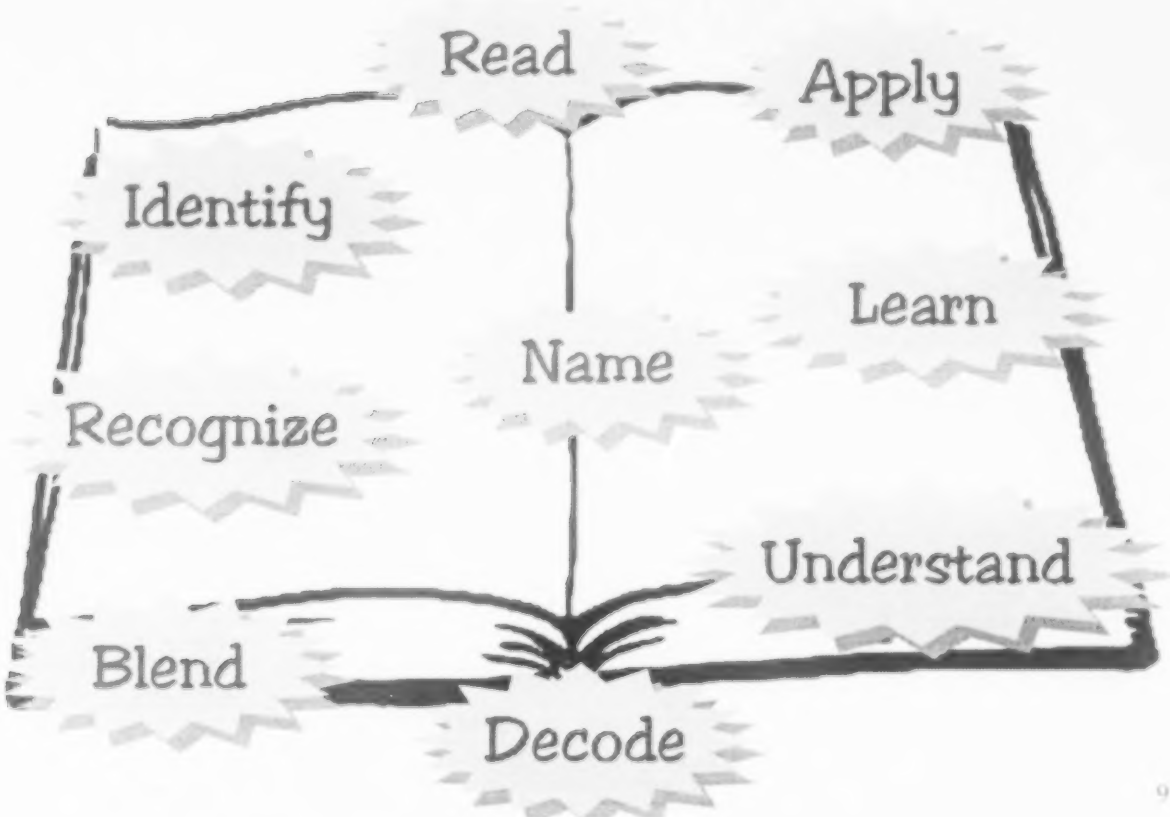
Texas Essential Knowledge and Skills (TEKS)

Grade 1:

English Language Arts and Reading

The student uses letter-sound knowledge to decode written language

The student is expected to:



BEST COPY AVAILABLE

4. Handouts

Texas Essential Knowledge and Skills
Grade 1: English Language Arts and Reading

The student uses letter-sound knowledge to decode written language.

The student is expected to:

a) name and identify each letter of the alphabet;
b) understand that written words are composed of letters that represent sounds;
c) learn and apply letter-sound correspondences of a set of consonants and vowels to begin to read;
d) learn and apply the most common letter-sound correspondences, including the sounds represented by single letters (consonants and vowels); consonant blends such as *bl, st, tr;* consonant digraphs such as *th, sh, ck;* and vowel digraphs and dipthongs such as *ea, ie, ee;*
e) blend initial letter-sounds with common vowel spelling patterns to read words;
f) decode by using all letter-sound correspondences within regularly spelled words; and
g) use letter-sound knowledge to read decodable texts.

The student uses a variety of word identification strategies.

The student is expected to:

a) decode by using all letter-sound correspondences within a work;
b) use common spelling patterns to read words;
c) use structural cues to recognize words such as compounds, base words, and inflections such as *-s, -es, -ed,* and *-ing;*
d) identify multisyllabic words by using common syllable patterns;
e) recognize high frequency irregular words such as *said, was, where,* and *is;*
f) use knowledge of word order (syntax) and context to support word identification and confirm word meaning; and
g) read both regular and irregular words automatically such as through multiple opportunities to read and reread.

Most Common Sounds of Single Letters

(Carnine, Silbert, & Kame'enui, 1997.)

Continuous Sounds	Stop Sounds
a (fat)	b (boy)
e (bet)	c (can)
f (fill)	d (did)
i (sit)	g (got)
l (let)	h (his)
m (mad)	j (jet)
n (nut)	k (kiss)
o (not)	p (pet)
r (rat)	q (quit)
s (sell)	t (top)
u (cut)	x (fox)
v (vet)	
y (yes)	
z (zoo)	

Features of Well-Designed Letter-Sound Correspondence Instruction

- Confusing sounds are separated over several lessons (p/b/d; e/i/m/n).
- Letter-sounds that occur in a large number of words are introduced early.
- The rate of letter-sound correspondence introduction is manageable for the learner but adequate to allow multiple words to be made within 2-3 weeks. While there are no definitive guidelines for scheduling letter-sound correspondences, a rate of introducing one new letter-sound correspondence every 2-3 days is reasonable.
- The sequence includes a few short vowels early to allow students to build words.
- The sequence begins with several continuous sounds.
- Newly introduced and problematic letter sounds are reviewed cumulatively.
- Upper and lower case letters that are similar (S s, P, p; C c) are introduced before ones that are different (T, t). For dissimilar letters, withhold introducing the uppercase letter till later in the sequence.
- Students are taught to use letter-sounds in simple word reading as soon as students have a corpus of letter sounds (4-6) from which to build words.

Letter-Sound Correspondences

This sample measure assesses children's knowledge of letter-sound correspondences. It is administered individually. Students see the letters (see large print) and say the sound that corresponds to the letter.

Materials

1. Student copy of alphabet.
2. Examiner copy of alphabet (recording form)
3. Stopwatch
4. Pencil

Directions for Administration

1. Place the student copy of the alphabet in front of the student.
2. Place the examiner record form in front of you, but shielded so the student cannot see what you record.
3. Say these specific directions to the student:

"When I say start, begin here (point to the first letter), go across the page (point from left to right), and tell me the sound each letter makes. Try to name each sound. If you come to a sound you do not know, I will tell it to you. Do you have any questions?"

"Let's try a practice one. The sound of this letter is /rrr/. What is the sound of the letter?" (Have child tell the sound.) If the child says the letter name, say "That's the name of the letter. Tell me the sound of the letter." (If the child still says the letter name, say "The sound of the letter is /rrr/.")

"Let's try another practice one. The sound of this letter is /e/ [Teacher Note: e as in egg]. What's the sound of this letter?" (Have child tell the sound.) If the child says the letter name, say "That's the name of the letter. Tell me the sound of the letter." (If the child still says the letter name, say "The sound of the letter is /e/").

Letter-Sound Correspondences (con't.)

1. "Now let's begin. Remember to tell me the sound of the letter." Say, "Start" and begin the stopwatch. If the student fails to say the first sound, tell him/her the sound and mark it as incorrect and continue.

2. Follow along on your copy. If the child says the sound incorrectly, put a slash (/) through it.

3. If a student stops or struggles with a sound for 3 seconds, tell the student the sound and mark it as incorrect.

4. If the student says the name of the letter, say, "Yes, that's the name, can you tell me the sound?"

5. At the end of 1 minute, say "Stop" and put a double slash (//) after the last sound correctly identified. If the child completes the sequence of letter sounds before one minute, record the time in seconds and write the time at the top of the page.

Scoring

- Count the number of correctly identified letter-sound correspondences in 1 minute.

- For instructional purposes, transfer the information from the scoring sheet to the summary record form that has a row for each student.

(Modified from Carnine, Silbert, & Kameenui, 1997; Kaminski & Good, 1998.)

Letter-Sound Correspondences (con't.)

Rapid Letter Naming

Teacher Recording Form

Student Name: _____

Date: _____

Classroom: _____ Total LSCPM: _____

a	m	t	s	i	f
d	r	o	g	l	h
u	c	b	n	k	v
e	w	j	p	y	x
q	z	m	s	f	d
o	g	l	u	n	e
p	y	x	q	w	j
v	k	b	u	l	o
f	s	m	z		

Rapid Letter Naming
Student Recording Form

Practice

r e

a	m	t	s	l	f
d	r	o	g	l	h
u	c	b	n	k	v
e	w	j	p	y	x
q	z	m	s	f	d
o	g	l	u	n	e
p	y	x	q	w	j
v	k	b	u	l	o
f	s	m	z		

Activity 2

Introduce Words According to Complexity

Use the handout Introducing Words According to Complexity table to determine a recommended sequence for introducing the following words:

- ☐ stamp
- ☐ cat
- ☐ tag
- ☐ split
- ☐ skunk
- ☐ hot
- ☐ must
- ☐ am
- ☐ if
- ☐ him
- ☐ glad
- ☐ drop
- ☐ hand
- ☐ skin
- ☐ Sam
- ☐ mad
- ☐ hot
- ☐ last
- ☐ step
- ☐ hats
- ☐ strap

Introducing Words According to Complexity

Word Type	Reason for Relative Difficulty/Ease	Examples
VC and CVC words that begin with continuous sounds.	Words begin with a continuous sound.	it, fan
VCC and CVCC words that begin with a continuous sound.	Words are longer and end with a consonant blend.	lamp, ask
CVC words that begin with a stop sound.	Words begin with a stop sound.	cup, tin
CVCC words that begin with a stop sound.	Words begin with stop sound and end with a consonant blend.	dust, hand
CCVC	Words begin with a consonant blend.	crib, blend, snap, flat
CCVCC, CCCVC, and CCCVCC	Words are longer.	clamp, spent, scrap, scrimp

Features of Well-Designed Regular Word Reading Instruction

1. "Sounding out" strategy is taught explicitly.
2. Words to be decoded contain only known letter- or letter-sound combinations.
3. The instructional sequence progresses systematically from simple word types (consonant-vowel-consonant) and word lengths (number of phonemes), and word complexity (phonemes in the word, position of blends, stop sounds, etc) to more complex words.
4. Instruction progresses from sounding out to "whole word."
5. Teacher models instruction at each of the fundamental stages (e.g., letter-sound correspondences, blending, reading whole words).

Regular Word Reading

This sample measure assesses children's ability to apply letter-sound correspondence knowledge to regular word reading.

Materials

1. Student copy of word list
2. Examiner copy of word list (recoding form)
3. Pencil

Directions for Administration

1. Place the student copy of the words in front of the student.
2. Place the examiner record form in front of you, but shielded so that student cannot see what you record
3. Say thse specific directions to the student:
   "I want you to begin here (point to the first word), go down the page (point top to bottom) and then go to the top of the next column (point to #2). Tell me each word. Try to read each word. If you come to a word you do not know, I will tell it to you. Do you have any questions?"
4. If the student fails to say the first word, tell him/her the word and mark it as incorrect.
5. Follow along on your copy. If the child says the word incorrectly, put a slash (/) through it.
6. If a student stops or struggles with a word for 5 seconds, tell the student the word and mark it as incorrect.
7. If the child makes five conscutive errors, discontinue this measure.

Scoring

Count the number of correctly identified words. Record the number on the total. Examine the types of errors and word types for which children are experiencing difficulty.

For instructional purposes, transfer the information from the scoring sheet to the summary record form that has a row for each student.

it	cat	must	flag	stamp
am	him	hats	step	strap
if	hot	hand	drop	split
Sam	tag	last	skin	skunk
mad				

Features of Well-Designed Instruction for Word Reading in Texts

- Introduces reading in texts early so that students see the utility of word reading.
- Helps students make the transition from reading words in lists to reading words in connected texts.
- Uses texts that contain words with "known" letter sounds and word types and familiar words.
- Takes difficult words out of the text and reviews them in lists. Has students reread sentences in which words are missed.
- Ensures that students have individual turns.
- Increases students' reading fluency.

Features of Well-Designed Irregular Word Reading Instruction

- Teaches irregular words prior to their use in texts.
- Limits the number of irregular words introduced per text.
- Provides a review sequence to practice difficult irregular words.
- Includes an explicit strategy for teaching irregular words.

How to Teach and Monitor Irregular Word Recognition

New and Review Skills

Week of:_____

Class Period:_____

	Day ____	Day ____	Day ____	Day ____	Day ____
New letter-sounds					
Review letter-sounds					
New word type					
Review word type					
New irregular words					
Review irregular words					

Letter Combinations

Letter Combination	Sample Word	Percentage	Frequency	Type
a[e]	maid	90%	254	vowel digraph
al[l]	halt	NA	NA	l-controlled
ar	car	75%	518	r-controlled
au	haul	94%	146	vowel digraph
aw	lawn	100%	75	vowel digraph
ay	stay	97%	131	vowel digraph
ch	chip	63%	313	consonant digraph
ea[a]	beat	60%	294	vowel digraph
ee[a]	need	98%	285	vowel digraph
er	fern	97%	313	r-controlled
igh	high	100%	88	vowel digraph
ir	first	100%	104	r-controlled
kn	know	100%	41	consonant digraph
oa	load	94%	126	vowel digraph
ol[l]	hold	NA	NA	l-controlled
oo	boot	59%	173	vowel digraph
or	short	55%	312	r-controlled
ou	cloud	84%	285	vowel dipthong
ow	own	50%	124	vowel digraph
oy	toy	98%	48	vowel dipthong
ph	phone	100%	242	consonant digraph
qu	quick	100%	191	none
sh	shop	100%	398	consonant digraph
th	thank	74%	411	consonant digraph
ur	burn	100%	203	r-controlled
wh	whale	85%	89	consonant digraph
wr	wrap	100%	48	consonant digraph

(Carnine, Silbert, & Kamen'nui, 1997.)

Features of Well-Designed Letter-Combination Instruction

- Separates easily confused letter combinations in the scope and sequence of the program (e.g., sh/ch; oa/oi/oo/ou; r-controlled vowels).
- Introduces letter combinations that occur in a large number of words early in the program.
- Manages the rate of introducing letter combinations for the learner to allow reasonable progress.
- Reviews newly introduced and problematic letter combinations cumulatively and systematically.
- Teaches students to use letter combinations in simple words before more complex words.
- Provides a parallel objective and instruction focused on reading words in extended discourse.
- Provides a clear strategy for teaching CVCe pattern words.
- Teaches the preskills for learning CVCe pattern words before CVCe words are taught.
- Incorporates an acceptable sequence of words used in teaching CVCe pattern words (e.g., CVCe and CVC words are used in a discrimination list).

5. Appendices

References

Adams, M. J. (1990). Beginning to read: Thinking and learning about print. Cambridge, MA: MIT Press.

Allington, R. L. (1984). Content coverage and contextual reading in reading groups. Journal of Reading Behavior, 16, 85-96.

Anderson, R. C. (1992). Research foundations for wide reading (paper commissioned by the World Bank). Urbana, IL: Center for the Study of Reading.

Bay Area Reading Task Force (1997). A reading-writing-language source book for the primary grades. San Francisco, CA: University School Support for Educational Reform.

Carnine, D. W. (1996). Strengthening the profession. In S. C. Cramer & W. Ellis (Eds.), Learning disabilities: Lifelong issues Baltimore, MD: Paul H. Brookes.

Carnine, D., Silbert, J., & Kameenui, E. J. (1997). Direct instruction reading (3rd ed.). Columbus, OH: Merrill.

Chard, D. J., Simmons, D. C., & Kameenui, E. J. (1998). Word recognition: Research bases. In D. C. Simmons & E. J. Kameenui (Eds.), What reading research tells us about children with diverse learning needs Mahwah, NJ: Lawrence Erlbaum Associates.

Council, N. R. (1998). Preventing Reading Difficulties in Young Children. Washington, DC: National Academy Press.

Crowder, R. G., & Wagner, R. K. (1992). The psychology of reading: An introduction (3rd ed.). New York: Oxford University Press.

Ehri, L. (1991). Development of the ability to read words. In R. Barr, M. L. Kamil, P. Mosenthal, & P. D. Pearson (Eds.), Handbook of Reading Research (pp. 383-417). New York: Longman.

Ehri, L. (1994). Development of the ability to read words: Update. In R. Ruddell, M. Ruddell, & H. Singer (Eds.), Theoretical models and processes of reading (pp. 323-358). Newark, DE: International Reading Association.

Ehri, L. C., & McCormick, S. (1998). Phases of word learning: Implications for instruction with delayed and disabled readers. Reading and Writing Quarterly, 14, 135-163.

References (con't.)

Felton, R. H., & Pepper, P. P. (1995). Early identification and intervention of phonological deficits in kindergarten and early elementary children at risk for reading disability. School Psychology Review, 24, 405-414.

Good, R., III, Simmons, D. C., & Smith, S. (1998). Effective academic interventions in the United States: Evaluating and enhancing the acquisition of early reading skills. School Psychology Review, 27(1). 740-753.

Juel, C. (1988). Learning to read and write: A longitudinal study of 54 children from first through fourth grades. Journal of Educational Psychology, 80, 437-447.

Juel, C. (1991). Beginning reading. In R. Barr, M. L. Kamil, P. B. Mosenthal, & P. D. Pearson (Eds.), Handbook of reading research (pp. 759-788). New York: Longman.

Kameenui, E. J. (1996). Shakespeare and beginning reading: "The readiness is all.". Teaching Exceptional Children, 28(2), 77-81.

Kaminski, R. A., & Good, R. H., III (1998). Assessing early literacy skills in a problem-solving model: Dynamic indicators of basic early literacy skills. In M. R. Shinn (Eds.), Advanced applications of curriculum-based measurement New York: Guilford.

National Research Council (1998). Preventing Reading Difficulties in Young Children. Washington, DC: National Academy Press.

Perfetti, C. A., & Zhang, S. (1996). What it means to learn to read. In M. F. Graves, P. van den Broek, & B. M. Taylor (Eds.), The first R: Every child's right to read (pp. 37-61). New York: Teachers College Press.

Rayner, K., & Pollatsek, A. (1989). The psychology of reading. Englewood Cliffs, NJ: Prentice Hall.

Simmons, D. C., & Kameenui, E. J. (Ed.). (1998). What reading research tells us about children with diverse learning needs: Bases and basics. Mahwah, NJ: Lawrence Erlbaum Associates.

Stanovich, K. E. (1986). Matthew effects in reading: Some consequences of individual differences in the acquisition of literacy. Reading Research Quarterly, 21, 360-406.

Vandervelden, M. C., & Siegel, L. S. (1997). Teaching phonological processing skills in early literacy: A developmental approach. Learning Disability Quarterly, 20(2), 83-92.

Resources

Representative products (not necessarily recommended)

First-Time Phonics
Grades: K-2
Set of six activity books which address readiness skills, the alphabet, consonants, short vowels, and long vowels.
Publisher: Steck-Vaughn
Phone: (800) 531-5015

Guided Practice in Reading-Phonics
Grades: PreK-4
This set of small workbooks is aimed at increasing phonics skills.
Publisher: George F. Cram Co.
Phone: (800) 227-4199

Multi-Sensory Phonics Workbooks
Grades: 1-6
A set of five workbooks that target phonics and syllabification. Reproducible worksheets that teach skills of blending and segmenting, as well as spelling.
Publisher: Hoiland Publications
Phone: (800) 541-9588

Phonics and Word Analysis
Grades: 1-6
This series sequentially teaches phonics and structural analysis as a means to aid decoding. Students practice letter-sound association and study syllabification, affixes and root words, contractions, possessives, synonyms, antonyms, homophones and dictionary usage.
Authors: Ryan, I., Habecker, J., et al.
Publisher: Continental Press
Phone: (800) 233-0759

Horizons
Grades: K-2
Program uses a five-part instructional sequence that begins with phonemic awareness and word attack skills, and progresses to story reading, extension spelling, and independent work.
Author: Siegfried Engelmann
Publisher: SRA/McGraw-Hill
Phone: (888) SRA-4KIDS

Resources (con't.)

Representative products (not necessarily recommended)

Corrective Reading-Decoding
Grades: 3-12 remedial
Set of four workbooks that target word-attack skills, decoding strategies and skill application lessons.
Author: Siegfried Engelmann
Publisher: SRA/M McGraw-Hill
Phone: (888) SRA-4KIDS

Making Words
Grades: 1-3
This program utilizes a developmental approach to combine phonics and spelling. During 15-minute activities, children are encouraged to explore words, letter-sound relationships, and letter patterns.
Publisher: Hoiland Publications
Phone: (800) 541-9588

My Books
Grades: K-1
This series includes three sets of predictable books which reinforce basic sight words and phonics skills, while using a predictable pattern of language to enable students to progress from guided reading to fluency.
Publisher: Scholastic Inc.
Phone: (800) 724-6527

Peer Assisted Learning Strategies for Beginning Readers (PALS)
Grades: 1-2
Procedures for two kinds of activities are included: 1) Sounds and Words, which focuses on phonological skills, and 2) Story Sharing which focuses on supporting skills for reading comprehension.
Author: Adams, M. J., Foorman, B. R., Lundberg, I,. & Beeler, T.
Publisher: Department of Special Education, Florida State University
Phone: (800) 638-3775

Resources (con't.)

Representative products (not necessarily recommended)

Phonics and Word Analysis
Grades: 1-6
This series sequentially teaches phonics and structural analysis as a means to aid decoding.
Author: Ryan, I., Habecker, J., et al.
Publisher: Continental Press
Phone: (800) 233-0759

Wilson Reading System
Grades: Elementary
This program directly and systematically teaches students how to accurately decode.
Publisher: Wilson Language Training Corporation
Phone: (508) 865-5699

Chall-Popp Phonics
Grades: K-3
This program provides for systematic instructional strategies for teaching specific skills, modeling techniques for problem-solving, and suggestions for connecting literature and language arts to the study of phonics.
Author: Chall, J. S., & Popp, H. M.
Publisher: Continental Press
Phone: (800) 233-0759

Programmed Reading
Grades: K-6
A diagnostic and prescriptive program that attempts to present a logical, systematic, linguistic progression of decoding and word-attack skills while placing an early emphasis on comprehension.
Publisher: Phoenix Learning Resources
Phone: (800) 221-1274

Steck-Vaughn Phonics
Grades: K-4
This five-book series with picture cards and activities teaches and reinforces phonics instruction and decoding strategies.
Publisher: Steck-Vaughn Company
Phone: (800) 531-5015

Resources (con't.)

Representative products (not necessarily recommended)

Learn to Read Program - Sets 1-6
Grades: Pre-K-1
This program contains 36 illustrated books built on factual and fictional themes and organized into 6 sets.
Author: Gould, T. S., & Warnke, M.
Publisher: Walker Publishing Company, Inc.
Phone: (800) 897-3202

Primary Phonics/More Primary Phonics
Grades: K-2
This program of over 70 story books teaches students to read, write, and spell. The More Primary Phonics material reinforces and expands the concepts of the primary series, but with a faster word introduction.
Author: Makar, B.
Publishers: Educators Publishing Service, Inc.
Phone: (800) 225-5750

Stories from Sounds
Grades: K-3
These illustrated storybooks focus on words with short vowel sounds, through five levels.
Author: Hewetson, E., & Shima, V.
Publishers: Educators Publishing Service, Inc.
Phone: (800) 225-5750

Computer Software

Language Experience Series Read-a-Logo
Grades: PreK-4
This sequential 10-disc packet turns a logo-laden environment into an arena of print appreciation.

Great Beginnings
Grades: K-4
Students can choose graphics from the graphics library to illustrate their own stories or to help them generate ideas.

Language Experience Recorder
Grades: K-10
This 2-disc program enables students to write, read, and hear their own stories.
Publisher: Teacher Support Software
Phone: (800) 228-2871

Resources (con't.)

Representative products (not necessarily recommended)

Phonics Based Learning to Read Programs
Grades: 1-6
Integrates auditory and visual processing skills to enhance efficient and automatic word recognition.
Publisher: Lexia Learning Systems, Inc.
Phone: (800) 435-3942

Phonics Based Reading
Grades: 1-3
A three-level program for reinforcing decoding skills using a phonological approach.
Publisher: Lexia Learning Systems, Inc.
Phone: (800) 435-3942

Reading Horizons CD-ROM
Grades: PreK-2 (Elementary) and 3-Adult (Accelerated)
Interactive courseware for the "Discover Intensive Phonics for Yourself" method of teaching reading. Program is designed to teach 42 sounds, 5 phonetic skills and two decoding skills in a sequence.
Publisher: HEC Software
Phone: (800) 333-0054

SuperSonic Phonics I
Grades: 1-3, or remedial for older students
Three levels of intensive phonics training, with five units in each level and over 170 branching exercises to reinforce concepts.
Publisher: Curriculum Associates
Phone: (800) 225-0248

Wiggleworks
Grades: K-2
Comprehensive program divided into three stages (A-emergent, B-early, C-fluent reading).
Publisher: Scholastic
Phone: (800) 724-6527

ABC with Hickory and Me
Grades: PreK-1
Students explore an interactive kitchen with a friendly mouse Hickory, as they practice matching letters and sounds.
Publisher: Step Ahead
Phone: (800) 929-8765